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ABSTRACT

This report of the Pennsylvania Advancement School is based on its activities covering the period September, 1967 through June, 1969. The School is an experimental, curriculum and staff development institution whcih has seventh and eight grade underachieving boys from Philadelphia public and parochial schools as its student body. In addition to its work with children in the building, the School is engaged in community liaison and follow-up of its graduates, external staff development, and research. The principal goal of the School is stated to be stimulation of postive change in the educational community, the school for children being a means toward this end. Among the activities described are those of projects relating to communication, reading, human development, improvisational drama, perception development, life sciences, family groups, mental health teams, and outdoor education; of departments concerning physical education, counseling, community affairs, research, media, and editorial work; and, of innovations such as the Arts and Crafts Studio, the Systems Group, and the Staff Development Resource Center. Also described are the School's work in Philadelphia, and projects now being planned [Seven full-page photographs have been deleted from the original document as they will not reproduce in hard copy.] (RJ)

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# The Pennsylvania Advancement School:

## Report on the First Two Years

July 1969

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Established in Philadelphia in September, 1967, the Pennsylvania Advancement School is a non-profit corporation under contract to the School District of Philadelphia. Its funding is from Title I and Title III of the Elementary and Secondary Education Act and from operating funds of the School District. In addition, funds from the Education Professions Development Act and from private foundations have been used to support smaller projects initiated by the school.

The Advancement School is an experimental, curriculum development and staff development institution which has as its student body seventh- and eighth-grade underachieving boys from Philadelphia public and parochial schools. During the first two years almost all the students attended the Advancement School for a single, fourteen-week term, although there are now provisions for some boys to remain for an entire year. In addition to an intensive summer program which the school conducts for Philadelphia teachers, counselors, administrators and community people, large numbers of Advancement School staff continue working in the public schools during the school year.

# PENNSYLVANIA ADVANCEMENT SCHOOL

## INFORMATION, FUGURES, AND A FEW DETAILS

The Pennsylvania Advancement School (PAS) held its first staff meeting on September 14, 1967 and opened for its first group of students a month later, on October 14, 1967.

From then until August 8, 1969, PAS has taught, worked with and learned from 769 students,* 237 teachers, counselors, administrators, and community workers, 34 intern teachers, 35 college students in job-study programs, 2,560 visitors, and 74 public and private schools.

The staff has developed 15 curriculum projects which it continues to work on, and has participated in the programs of 32 conferences on education at the local, state, and national level. In 1968, the school won the Aerospace Education Foundation Medal of Achievement for demonstrating significant changes in teaching which measurably improve the learning process. The school also has appeared in numerous periodicals, films and news reports.

The staff has spent equal effort in operating the PAS, working with students and with educators outside PAS in training programs and staff development, and in describing these experiences through research, curriculum and other writing, demonstrations, films, and slide tapes.

Through such diverse approaches to trying out educational methods and communicating results, PAS steadily increases receptivity to, and stimulates the commencement of, positive changes in education. The school's influence might be as slight as lighting a spark of interest in an administrator who reads a magazine article or a teacher who observes a class. It might be as concentrated as bringing together a team of teachers, counselors, administrators, and community workers from one junior high school for six weeks of planning, then continuing to provide help as these people carry out their plans back at their own school.

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*For details on these statistics, see pages ii to v.

PAS seeks to work with others in making a difference in the Philadelphia educational community and in bringing about the changes that are urgently needed in urban schools.

DETAILS. . .

1. 769 boys came from 6th, 7th, and 8th grades of Philadelphia public and parochial schools and spent one semester at the school; 39 boys stayed for an entire year. Success with the full-year students prompted PAS to allow present students to remain a full year if they choose. PAS students are those whose ability appears considerably higher than their performance, in the estimation of their home school, parents, and PAS. PAS attempts to develop curriculum and teaching methods that will motivate these boys to learn and will give them the confidence and independence to continue learning when they leave the school.
2. 237 teachers, counselors, administrators, and community workers participated in a variety of intensive workshop and staff development programs at PAS: 167 participated in the two six-week programs offered during the summer, 60 in five Saturday workshops, and 10 came as resident teachers, released by their home schools to work and study for a semester or a year at the Advancement School. These persons participated in group process activities,

study curriculum and teaching methods in various content areas such as reading, writing, mathematics, and drama, and plan programs and projects to meet the needs of students in their own schools. Currently, eight PAS staff members are working full time to help workshop participants carry out plans begun at PAS, and many others from the staff serve as consultants. Extensive work is being done at the Mann, Vaux, Strawberry Mansion, Jones, Penn Treaty and Stoddart-Fleisher schools.

3. 30 intern teachers came from Harvard, University of Pennsylvania, Temple, Antioch-Putney, and Drexel Institute of Technology to teach under the guidance of the PAS staff. They work closely with PAS students, learn about Philadelphia communities and problems of urban education, and participate fully in the workings of the experimental school. PAS encourages its interns to begin their teaching careers in urban education.
4. 35 college students from Antioch and the Great Lakes Colleges Association have carried out their work-study programs at PAS. They assist in teaching and curriculum development, work with audio-visual equipment and projects, and tutor students.
5. 2,560 visitors, most of them professionally interested in education, came to watch the classes and activities of PAS students. They see PAS theories and techniques being demonstrated and collect ideas and materials for themselves. Staff members spend much time discussing their practices with visitors and in gathering written curriculum materials for them.
6. 45 public and 29 private or parochial schools have been associated with PAS through sending students, participating in staff develop-

ment and workshop programs, and in joint curriculum development. Those most fully involved are mentioned in number 2 above.

7. Of 15 curriculum projects at various stages of development and writing, the following have materials available on request from the school: Communications, Students as Writers and Teachers, Reading, Human Development, Urban Studies, Perception Development, (math and related areas), Improvisational Drama, Life Sciences, Outdoor Education Project, the Family Group Project, Mental Health Project, Academic Simulations and Group Counselling Project. Work continues in these areas as well as in media, physical education, arts and crafts, and typing. Together, these projects make up the curriculum offered to PAS students, with most students participating in six or seven, and no students participating in all of the projects.

8. PAS figured prominently in:

   "THE IDEA IS TO GET THESE KIDS TURNED ON", by John T. Gillespie. The Sunday Bulletin Magazine, March 10, 1968.

   PENNSYLVANIA ADVANCEMENT SCHOOL: Dropout Candidates Turn On, by John P. Corr. The Philadelphia Inquirer Magazine, Jan. 19, 1969.

   COMPETITION AND LEARNING FOR UNDERACHIEVERS, by Dale C. Farran. Simulation Games in Learning.

   PHILADELPHIA ADVANCEMENT SCHOOL, by Farnum Gray. The Nation, January 22, 1968.

   PENNSYLVANIA ADVANCEMENT SCHOOL; "Classrooms come to the Conference". Scholastic Teacher, January 17, 1969.

   TEACH PEOPLE - NOT SUBJECTS, by Farnum Gray in Colloquy, February 1969.

   WANT TO MASTER MATH? TRY A GAME, by Kenneth G. Gehret in The Christian Science Monitor, April 13, 1968.

HOW TWO CITIES 'FOUND' SPACE FOR LEARNING. (New Life for Old Schools) Newsletter, a publication of the Research Council of the Great Cities Program for School Improvement.

PENNSYLVANIA ADVANCEMENT SCHOOL - 'It's Great', by Jose Ortiz (class of February 1969). Voice of PSEA, October 27, 1969.

PENNSYLVANIA ADVANCEMENT SCHOOL; "It may be dingy on the outside, but its alive on the inside." by R. Keith Hite. Pennsylvania Education, April-May 1969.

REFORMS ARE SWEEPING; Philadelphia Schools Aiding Blacks, by William Grant. Detroit Free Press, November 17, 1967.

THE SHEDD REVOLUTION; a Philadelphia Story, The Urban Review, January 1969 - Vol. 3, number 3.

READING-BOXING CLASS; Communication skills motivated by interest in physical activity, by Richard Kravitz and Marvin Shapiro. Johper, November-December 1969.

Note: The statistics in this introduction refer to the period from September, 1967 through August 8, 1969. The report which follows is based upon Advancement School activities from September, 1967 through June, 1969.

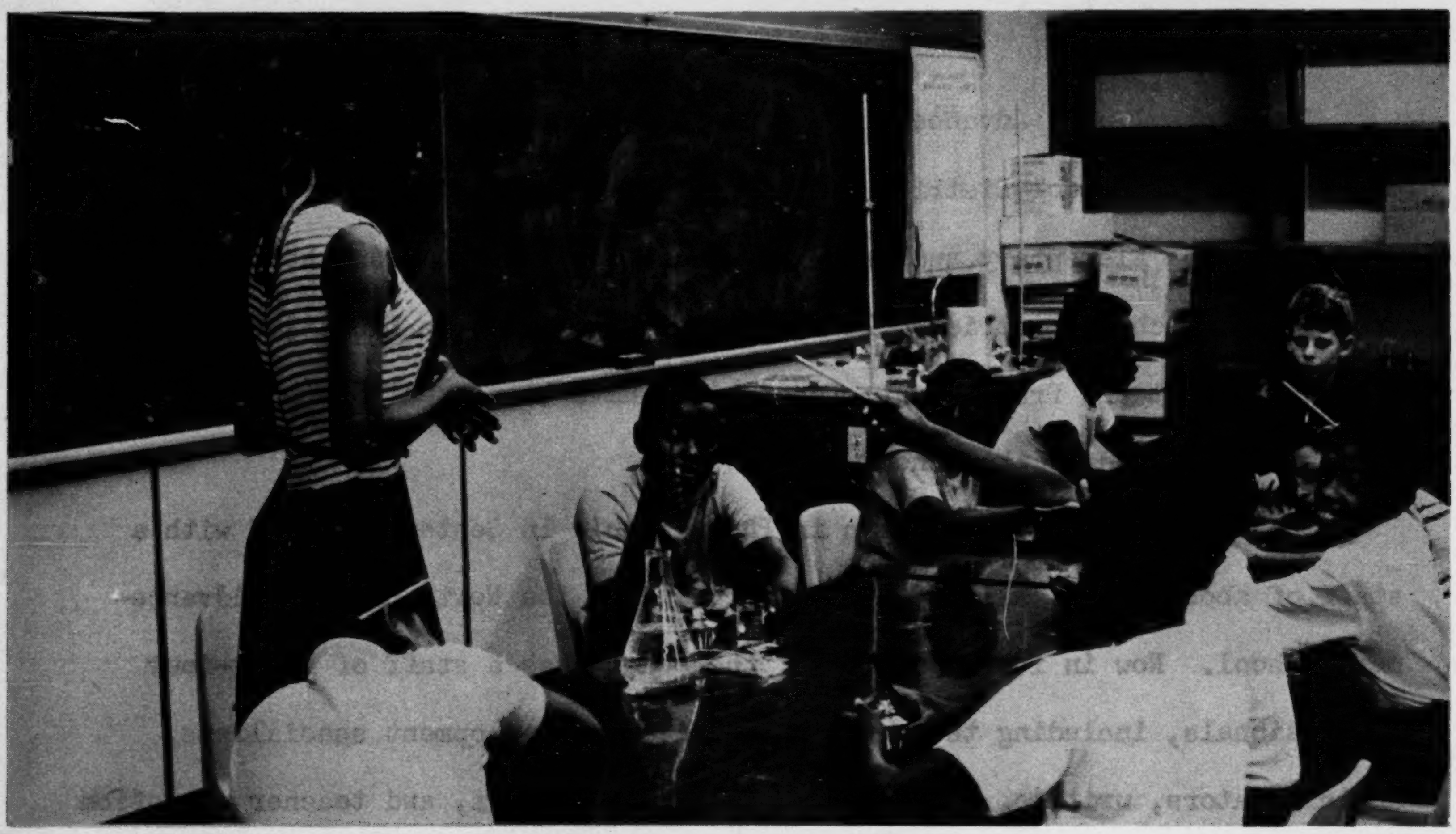
## I. The Model

The Pennsylvania Advancement School is a non-profit corporation under contract to the School District of Philadelphia. It is funded from Titles I and III of the Elementary and Secondary Education Act and from the operating funds of the School District. In addition, funds from the Education Professions Development Act and from private foundations have been used to support smaller projects initiated by the School.

The Advancement School began in Philadelphia in September, 1967 with a staff of about forty, half of whom had come from the North Carolina Advancement School. Now in its second year, the School has a staff of fifty-four professionals, including teachers and curriculum development specialists, administrators, writers, researchers, follow-up workers, and teacher education personnel.

As the extensive list of non-teachers indicates, the Advancement School is more than a school. In addition to its work with children in the building, the Advancement School is engaged in curriculum development and dissemination, community liason and follow-up of its graduates, external staff development and research. The principal goal of the Advancement School is to stimulate positive change in the educational community; the school for children is a means toward this end.

In fact, we feel that the existence of our school for children is essential for the attainment of this larger goal. Not only does it provide us with a laboratory for trying out new methods and materials, but it also allows us to demonstrate to others new models for educating urban children.



When we talk, then, of our "model school," we are not referring to an institution wedded to particular educational dogma or an inflexible manner of operation; rather we refer to an organization committed to inquiry, wherein the staff is free to work with new materials and techniques and to modify or reject those approaches which do not seem promising.

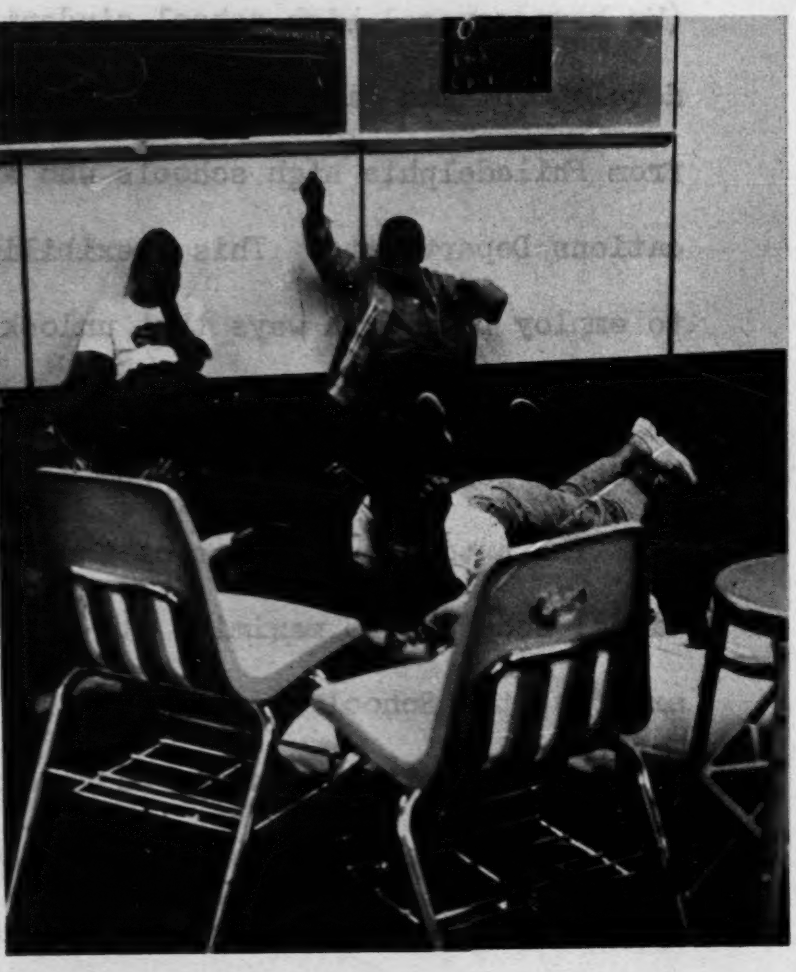
The elements which the model school comprises are numerous and difficult to isolate; we shall discuss four which to us seem most important: autonomy as a non-profit corporation; physical plant; approach to curriculum and teaching; and the quality of the staff.

A. Autonomy as a non-profit corporation. The School's status as a non-profit corporation allows it a degree of experimental freedom which is difficult to attain within a public school system. Not restricted by district-wide curriculum guides or instructional schedules, for instance, the staff is able to reconsider fundamental questions of curriculum and teaching technique. Similarly, the freedom from traditional criteria for personnel selection has allowed the School to attract a variety of qualified and creative staff.

(We have several high school students who work with the research, staff development and dissemination departments—as well as four student writers from Philadelphia high schools who are working with teachers in our Communications Department.) This flexibility in the use of personnel allows the School to employ people in ways that unlock new potential. (A secretary who teaches a class in creative writing, and a systems analyst on leave from General Electric works part-time in our Science Department.)

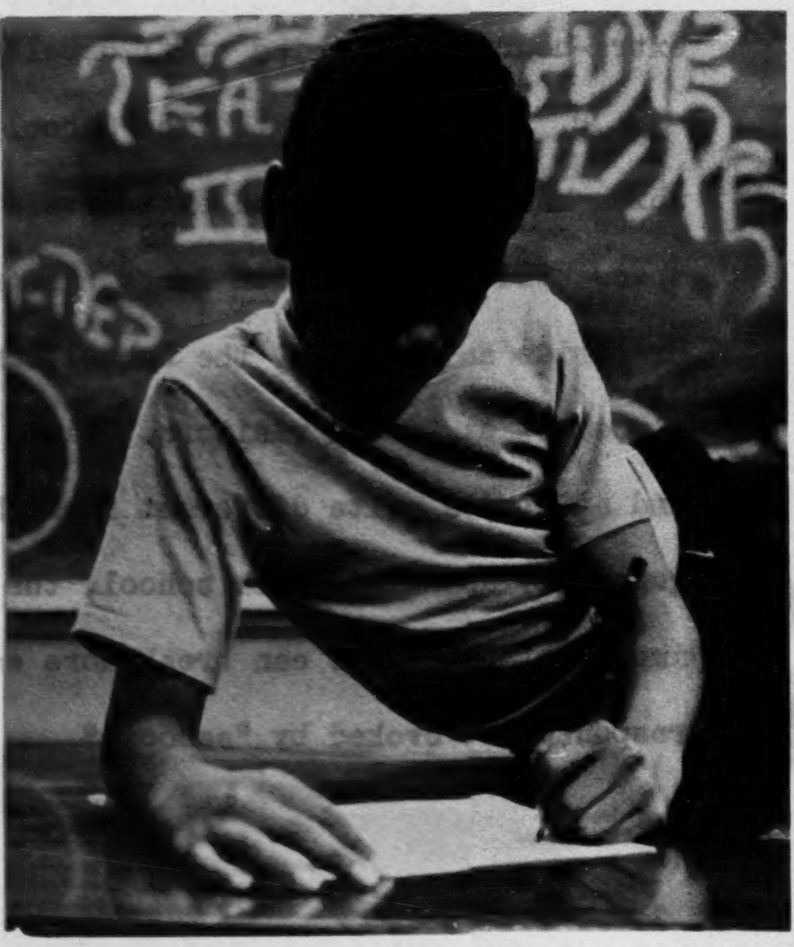
The autonomous status of the School also allows it to modify its instructional schedule to maximize its contribution to the City public schools. For example, the School has been able to schedule in and use a month-long semester break to consolidate and write up curriculum materials and to spend more time working with teachers in other Philadelphia schools. The freedom from school system constraints and procedures also allows for more rapid acquisition of teaching supplies and curriculum materials, more latitude in conducting activities with children outside the building, and the option for teachers to engage in extra-hours, unsalaried staff development work.

B. Physical plant. The School is housed in an old factory building which has been renovated extensively to provide visual stimulation and flexible space utilization. With large, unconfined areas, pleasing and varied colors, draperies and carpets, the School conveys a feeling of openness and warmth for students, staff and visitors. Since we are attempting to establish behaviors and attitudes quite different from those which students (and some teachers) generally associate with school, the strikingly-different physical plant is an important help: we can break more easily the normal— and generally negative— response set evoked by "school."

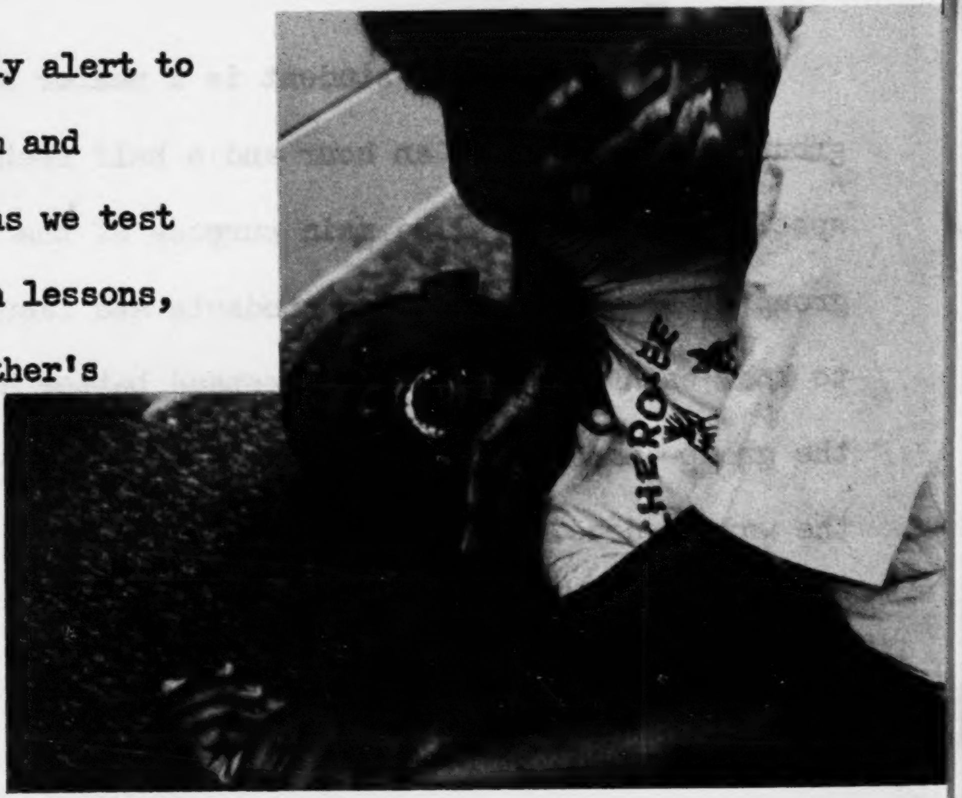


In this setting students and staff tend to be more relaxed than in most schools. As one walks through the School it is not uncommon to find small groups of students (with or without a teacher) sitting comfortably on the floor or on soft chairs. In addition, each classroom is arranged and decorated by the students assigned to it in a manner appropriate to that group's particular program; the posters, photographs, and student artwork on the walls all contribute to this relaxed, non-institutional effect.

C. Approach to curriculum and teaching. The Advancement School begins with the assumption that curriculum development is a much more complicated procedure than is traditionally recognized. The staff believes that contributions are needed not only from teachers and subject matter specialists but also from students, parents and community groups. A major effort to involve community leaders in our instructional program is now under way; attempts have also been made——not yet very successful——to involve parents more in various School projects. The most important source of ideas and relevant feedback is, of course, the students.

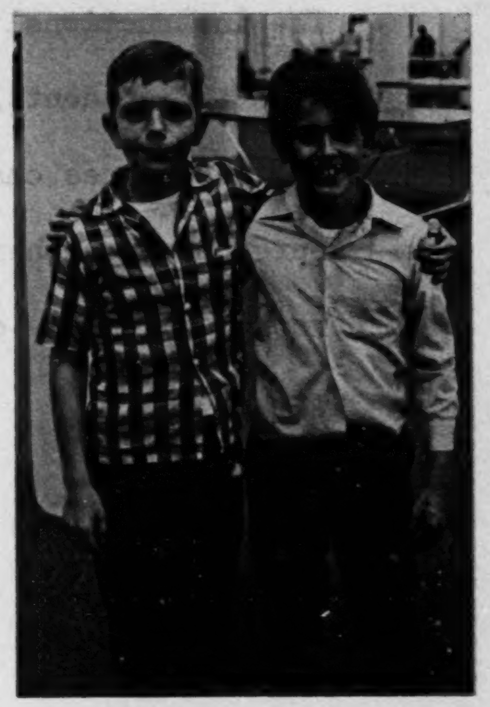


The instructional staff is uniquely alert to cues from the students. The curriculum and teaching techniques change frequently as we test new approaches; teachers collaborate on lessons, observe and regularly criticize each other's classes.



During most sessions teachers try out several different approaches. For example, at present one team of boys is engaged in a program with physical activity as its core, while another group spends most of its time in individual and small group projects. Although all the major departments of the School (Human Development, Communications, Perception Development, Reading, Life Sciences) are engaged in writing up the curriculum units they have tried, each term teachers from these departments modify and extend this material to increase its effectiveness with students.

While attempting to attain with its materials and techniques a variety of educational goals—from reading and study skills to changes in self-concept—the Advancement School staff gives priority to the affective and creative aspects of learning. Emphasis is on discovery, expression and personal growth.



For instance, each student is a member of a family group which meets for an hour and a half each day for special activities. The main purpose of the family group structure is to allow students and faculty to get to know each other and to understand better how and why the group---and various members of the group---functions the way it does. Our hypothesis is that if students are offered a healthy emotional climate, an opportunity to participate actively in various learning experiences, a chance to analyze and evaluate these experiences, and supportive relationships with adults, they will learn.

D. Quality of the Staff. As indicated above, the School's autonomy allows it to attract as staff a varied group of committed and creative people. While most staff members are experienced classroom teachers, the Advancement School also has on its faculty people trained in fields of social work, counseling, dramatics, research, media and writing.

The staff includes several former Peace Corps Volunteers, nine people with some experience teaching on a college or university level, and three with doctorates.

Our staff benefits tremendously from its contacts with outside consultants and researchers working regularly in our building. For example, a research group from the Pennsylvania School of Optometry and a mental health team from St. Christopher's Hospital each spends one day a week at the School. Our staff also benefits from regular meetings with university faculty members, such as Professor Rod Napier (group dynamics) of Temple and Professor Ralph Mosher (counseling and teacher training) from Harvard.

The Advancement School staff is a collection of people— from varied backgrounds and with many different kinds of experiences - with a common goal: to discover better ways of educating children. Professor Ralph Mosher of Harvard's Graduate School of Education has called the faculty of the Advancement School "the most gifted group of practitioners that I have seen in any school in the country." The vitality and effectiveness of the model school — and indeed the success of the entire operation — can be attributed largely to the talent, commitment and creativity of its personnel; the staff of the Advancement School is undoubtedly its strongest resource.

## II. Projects, Departments, Innovations

The following descriptions should serve to illustrate the variety and nature of the Advancement School's development work:

### A. The Communication Project

Successful communication takes at least two persons, a giver and a receiver. Someone to do the talking, laughing, singing, grimacing, touching. And someone to do the listening, interpreting, responding, understanding. That, basically, is what the communications program under the direction of

Leonard Belasco is all about, the reciprocal act of expressing oneself to another in a comprehensible way; of being understood, and, in turn, understanding.

Several projects now in operation are designed to do just that. SWAT (Students as Writers and Teachers) is such a project. Gifted high school students are functioning in the classroom as writers and teachers of writing. These student writers are involved in planning sessions with the regular teachers, emphasizing those processes that will motivate other students to express themselves, fully, comprehensibly, and creatively.

We have found that the project has more than met its expectations. The classroom student has found it significantly easier to identify with the student writer, and consequently to see himself as a writer much more quickly than under "normal" classroom structures. He can relate readily to the material and ultimately to the writing process itself.

An outgrowth of this project is the Student Writers Workshop. Meeting on Saturday mornings at Wanamaker Jr. High School, the workshop, under joint sponsorship of P.A.S. and the Board of Education, Division of Instruction, attracts high school students from all over the Philadelphia area. There young writers have an opportunity to read their works, experience professional criticism, as well as that of their peers, and to deal with themselves as writers in community with other young writers.

We are planning to publish a series of student-oriented materials as products of these projects. Each of the student writers involved in SWAT will have a separate collection of his work printed together with a teacher's guide, jointly prepared by the student-writer and his collaborating teacher. An anthology containing the best writings from SWAT and the Student Writers Workshop will also be assembled by the fall of 1969.

In undertaking these projects, we have been impressed with the talents and gifts of these young people. Basically, however, when we speak of the communications program, we are talking about language and not exceptional talent. We are speaking about language in its broadest sense. That includes anything from gestures and facial expressions to making poetry and music. What we are concerned with are the ways that human beings have of making their thoughts and feelings understood to each other. And we must start with the kids themselves.

We start with their language needs and the emotional needs that clearly affect their capacity for communication. Generally, the kids have such a great need for self-expression and recognition that, given the opportunity, they all erupt simutaneously in a burst of talking and shouting. The self-expression is there, but the communication is not. The question becomes then, what attitudes and skills, once developed in the child, would help move him toward a richer use of language, both verbal and non-verbal?

Again, we start with the students. Most of the boys who come to PAS are indeed deficient in the usual language skills such as spelling and writing. But there is a prior deficiency; as the jargon would have it, a "poor self-image." We should not let the jargon become a glib abstraction. The reality is that many of the students feel worthless, powerless, not deserving of respect. They don't think they have anything of importance to say and are not convinced that anyone really wants to listen. And in truth, that seems to have been much of their experience.

Thus a fundamental emphasis in the communications program is the student's view of himself: helping him to perceive and experience his own uniqueness, and to express that uniqueness; helping him to build self-respect and autonomy; helping him as much as possible toward a fundamental identity.

As this takes place, our classroom activity not only continues, but improves. Varied approaches of involving the classroom student directly in his education have taken us to a new level of appreciation of quality in education. Material directly building on the experiences of the students themselves has been the key. The use of excerpts from Claude Brown's Manchild In The Promised Land and the film The Weapons of Gordon Parks, in one of our classrooms stimulated, among many other things, a session in Cinquain poetry and poems on Revenge:

Vengence
for capture
like somebody seek
like you're out around
Out to catch from past
The end.

Howard Walker

In another classroom, the students are approaching playwriting using the works of a student in our SWAT program as a guide to the techniques involved. They then employ their own experiences to develop the techniques in plays of their own. They share their content (experiences) with the class and build other topical uses with them to more fully explore the particular technique.

The department is involved, along with the Director of Instruction, with a group of teachers from Strawberry Mansion Jr. High to develop a course in Black Literature. As we move more deeply into the subject and our involvement with the teachers, we are developing units for the teaching of this material on the Jr. High School level. A series of audio tapes, student workbooks— both written and audio— and teacher's guides are in the beginning stages of development. Hopefully these will be ready before school begins in the fall.

We now feel experienced enough to review the Communications Guide, developed in the North Carolina Advancement School, so that we can effectively include more direct participation of the students themselves. In the sensory and non-verbal sections, for example, we hope to stimulate more sharing of experiences. We intend to enrich the guide with more materials dealing with life in the inner city and a number of stimulating short films, and to, hopefully, incorporate skill development into the program.

The other side of communication is observation and interpretation. We seek to develop and refine these skills so that analysis should include critical thinking and questioning. Our approach is not formal or academic. We want to stress openness, spontaneity, the inherent sensuousness of the act of communication. In fact, sensory experience is at the core of the program. We stress the senses, not as a motivating gimmick, but as an integral part of communication and responsiveness to other people, as a way of helping the kids towards freedom and responsiveness to other people. This non-verbal communication leads directly and naturally towards verbal communication. At the end of the course both verbal and non-verbal communication should be working together.

## B. The Reading Project

The reading department has gone through a number of phases in its development over the first two years at PAS. Initially Marvin Shapiro, the current department head, worked as a team member and devoted his teaching time to the area of reading. He also served as an ad hoc adviser to the school in matters of reading.

During the first year the groundwork was laid for a thematic approach to teaching reading to students reading below grade level.

The theme approach was developed through interaction with large classes and had built-in individualized readings on different reading levels. It was conceived with the hope that subject matter teachers would be helped in teaching a heterogeneous class without having to neglect some students or to subdivide the class into homogeneous groups. Skeleton programs were developed in Social Studies and English Language Arts. All programs include activities which allow considerable student-student verbal interaction around a central theme and physical activities related to the theme.

The reading department actually took form at the beginning of the second semester. It is composed of two full time staff and a resident teacher. The department set up the following goals for the year:

1) Curriculum development— Continuation in the development of thematic units with individualized readings for different reading levels. The gathering of high interest-low reading level material is required for this and much time is spent in reviewing and evaluating reading material. This material is then combined under thematic headings.

2) Resource Area— The Reading department assigns its staff as resource personnel to other subject matter departments. Its role here is to recommend readings appropriate for the subject area and to suggest ways of presenting the material to develop the reading ability of the students. Particular success in this role has been the development of a communications-reading-physical education course which uses readings on boxing as a central focus. Considerable success has also been enjoyed in the selection and use of low reading level Science material to supplement the physical and concrete lab style of the life-science program.

3) Remedial Reading Lab— The reading department tests the entire school population at the beginning of each term. The lowest 30 scorers are invited

to the lab. Here diagnostic tests are administered and individualized reading programs are designed for each student. Students attend the lab three periods a week and the three department members work together in coordinating the program. Different reading programs are explored and manipulated to fit each student's needs. At the end of each term every student in the school is post-tested and comparisons are made between the students' score change and the classes they attended.

Materials used in the lab include the following:

The Ad Game - A language arts curriculum unit (complete) taught to students at PAS and in two selected public school classes.

Boxing unit - Reading development unit with individualized readings - taught by two different teachers with three different classes.

War unit - Reading development unit of individualized readings - taught to two different groups of students (incomplete).

Biography unit - Reading development unit of individualized readings - taught and developed in cooperation with two teachers and taught to two groups (incomplete).

A number of remedial units for individuals are currently being developed in the lab.

A basic philosophy of the reading department is that improvement in reading must come from work in all language areas. A particular emphasis is placed on having students grouped together to talk about an issue, decide on a plan or answer certain questions. It is believed that this will lead to greater facility with complex sentence structure and use of language for making a point. Listening, watching and to a lesser extent, writing are also a part of all reading programs.

Another emphasis of all reading programs is the presentation of a consistent focus which at one time allows and forces the student to bring to bear all his experiences related to that focus to the materials he reads, hears, sees and talks about. As long as the class is working on a particular unit, the context focus is clear and the student is helped to see written material as related to real experiences connected with that context. It is these experiences which allow the students to get more than just the literal meanings from their reading.

## C. The Human Development Project

The Human Development Project, under the direction of Daniel S. Cheever, Jr., is a departure from the usual social studies curriculum for the junior high school. Instead of a history or geography unit, the HD Lab staff is developing a curriculum for self-knowledge, based on the assumption that education for self-knowledge will meet some of the prime psychological concerns of adolescents.

At the end of the Advancement School's first term, in January, 1968, one staff member summarized what he felt was the salient characteristic of the school's students. "It seems clear," he said, "that while our population here is very mixed—60% black and 40% white, largely poor, and ranging in age from eleven to fifteen—every boy shares a common psychological concern. They are all at a stage where they are being pushed out of childhood and face the problem of where to go next. Although some boys have been dealing with adult problems for several years, they are all wrestling with the anxiety and uncertainty of establishing a genuine adult identity."

Support for this idea comes from the writings of Erik Erikson, a leading psychologist. He argues that adolescence, the period of a child's life immediately following puberty, is the age of "the final establishment of a dominant positive ego identity. It is then that the future within reach becomes a part of the conscious life plan." Youth, in this stage of the life cycle, are primarily concerned with "what they appear to be in the eyes of others as compared with what they feel they are." In Erikson's view, this search for identity is part of a normal, developmental process—one which must be negotiated successfully if the individual is to progress to psychological adulthood. The task of adolescence, then, is to find "an inner coherence and a durable set of values."

Several staff who share these views began, in the Spring of 1968, to design a curriculum which would meet the psychological concerns of young teenagers. That curriculum is the Human Development Lab. It is now being tested in first draft form at the Advancement School and in a few public school classrooms. In the past year, it has been taught to approximately three hundred boys in four terms at the Advancement School.

The goals of the HD lab ultimately focus on psychological education. The over-all purpose of the lab is to give students a variety of experiences, both in school and in their communities, which will ultimately make them more aware of themselves and more able to deal with human interaction and relationships. The materials and activities in the lab are contained in six units, each with a few detailed lesson plans, suggested materials, and then broader suggestions for possible lesson plans or activities. Our hope is that this format will provide enough specificity so the material can be taught effectively and enough flexibility for each teacher to adapt the ideas to his own goals and classroom needs.

The units may be taught separately, or arranged in a sequence which meets the teacher's objectives. Some teachers, for example, have used the "Other Cultures" unit as part of their geography course. Others have selected portions of the materials from the "People" and "Learning In The City" units to develop their own urban affairs course. Still others have arranged the units in a sequence of their own design.

We have used the following sequence to move students gradually towards those activities and experiences in the HD lab in which they most directly confront themselves:

1) Animal Lab: The unit uses live animals, field trips, and stories about animals to train students in the skill of the observation and interpretation of data, and to help them identify what is unique about one particular animal—the human being.

2) Other Cultures: The unit examines adolescence in other cultures, an African tribe, an American Indian, and an Eskimo, through the use of films, stories, games and projects. By comparison with rites of passage in these cultures, students consider how they become adults in their own cultures.

3) People: An examination of people in film, literature, and the community in an attempt to discover who they are, what they value, and why they act as they do. Among those included are Malcolm X, Dick Gregory, the Kennedy brothers, and Marlon Brando in "On the Waterfront."

4) Groups: A variety of activities including films, stories and games to give students some insight into how they function in different types of groups, and into the factors governing the behavior of groups.

5) Self Experiences including painting, stories, yoga, and films, to help students examine their own selves. The unit begins with the physical self, and moves to the thinking and feeling selves. It has been taught in coordination with another Advancement School program - Improvisational Drama.

6) Learning In the City: Projects designed to help students explore their communities and their abilities as members of those communities. Most of the projects are taught out of the school building, and include: teaching younger children, neighborhood tours, surveys, interviews, filming, and community projects.

## Urban Studies

The Urban Studies unit is another attempt to find social sciences material that is relevant and interesting to urban children. We are trying to create a relationship between what children study in the classroom and what affects their lives in the streets. Cities are immediate: they can be walked in, touched, smelled, tasted. A curriculum based on the city can include material and experiences which are familiar to children and which raise fundamental challenges and problems in the lives of children.

The general goals of the Urban Studies curriculum are similar to those of the HD Lab. Our main aim is to provide material which helps students develop a sense of their own independent existence, a positive identity and sense of mastery over their environment. In addition, the unit has conceptual goals, concerned with basic assumptions and knowledge about urban life. Finally, much of the learning process is inductive and requires to the student to pose and defend his own interpretation or solutions to the material in the curriculum.

The curriculum contains the following materials:

1) Introduction: A study of the process of urbanization, through analysis of early settlements and the rise of cities.
2) Urban Growth: Using material developed by the High School Geography Project, the unit explores the factors that cause urban growth and examines land-use relationships. Seattle, Washington, and Philadelphia are used as case studies.
3) The Modern Metropolis: Identification and discussion of the various characteristics that make up the modern metropolitan area.
4) Problems of the Cities: Includes water and air pollution, transportation, gangs, housing, and drugs.

Further materials are being developed for the urban studies curriculum, and much of the HD lab's materials can be combined with them in order to meet the teacher's own classroom needs. For example, much of the HD lab's people unit could be used as part of a study of people who live in urban areas.

The Urban Studies unit has had limited field-testing in North Carolina, and here in Philadelphia. Several teachers are currently helping us develop materials for it; a few others have used it as the basis for their own urban studies courses.

## D. The Improvisational Drama Project

Improvisational Drama is a series of techniques and approaches that teachers can use to facilitate learning. As method, Improvisational Drama can be used with virtually any subject matter and any group of students— providing an alternative to read-and-discuss classes. As a course, Improvisational Drama provides a structure without content. Within the structure, students are likely to produce their own content and explore it.

Much of the content they explore has to do with themselves and their feelings, and they usually come to some important realizations about themselves and others.

Students improve in moving freely without embarrassment, using their imaginations, concentration, and developing honest relationships with other people.

Improvisational Drama is not to be confused with psychodrama. In Improvisational Drama, students make their own discoveries; the teacher does not analyze them.

An example:

Larry, a 12-year-old boy, and Doreen, a 20-year-old woman, are placed side-by-side on a stage and told to form a relationship without speaking. Doreen tries to be friendly, but Larry stalks away, keeping his back turned to her as she continues to make friendly overtures.

After a few minutes, the teacher stops the improvisation. The two "actors" sit center-stage, while their classmates, seated on cushions along two adjoining sides of the stage, talk about what happened. The teacher, George Mager, Chairman of the Improvisational Drama Project, says nothing after beginning things with a casual, "Did they accomplish their task?" The boys say Doreen did try to establish a relationship, but Larry did not.

George whispers something to Doreen, and then puts the two of them back on the stage and gives them the same task. This time, when Larry turns his back on Doreen, she walks to the stage's opposite side and turns her back on Larry. Eventually, he sneaks a look over his shoulder and sees that she does not notice him. He then slinks up to her, gets in a position where she can see him, then turns his back to her and ostentatiously "ignores" her.

In the discussion that follows, the boys are quick to figure out that, both times the improvisation was done, Larry was developing a relationship with Doreen. His rejection of her was an action of his choice. The boys say things like: "He was trying to make her feel bad;" or, "He was controlling her."

"Hey! Larry did the same thing this morning with one of his teachers," a boy notes. Another says, "He does it to me sometimes."

"I do it to my parents all the time," Larry says reflectively.

Larry continued to gain in understanding, and near the end of his 14-week term his mother enthusiastically reported that he was much more mature and considerate.

At no time did the teacher attempt to tell Larry what made him tick. The exercise described here was not planned with the intention of bringing Larry to a certain realization. The teacher provides safety, stimulation and structure, and encourages development of a climate of helpful intimacy, but the students determine the content, as Larry did when he chose the way to develop a relationship, and as he and the other boys in the class did in their discussions.

Because the teacher does not have the scholarly job of providing content, he can concentrate entirely on "teaching"— or structuring— the class. This concentration on facilitating of students' exploration is one reason for

Improvisational Drama's effectiveness as a vehicle for preparing teachers, regardless of the age groups or subject fields they will teach. Also, if teachers are to improve their ability to pick up cues from students and to be open and strong, they need the same kind of perceptual growth that children need.

At the Advancement School, we have used Improvisational Drama with graduate school of education interns, with experienced public school teachers and counselors, and with members of our own staff. We have also used it for special workshops, ranging from two hours to two days, with such groups as poor people in the Appalachian mountains of North Carolina, alumni of the Harvard Graduate School of Education, and university graduate education classes.

In Improvisational Drama, students who are far below grade level in cognitive skills and the standard academic knowledge often find ways in which they can excel. They might be freer in dancing or acting. Experiencing life in the ghetto has given some of them a bank of powerful dramatic material; when they feel safe enough to express themselves and are no longer inhibited by the uncomfortable demands of pen and paper, they often cut loose with a force that surprises even them.

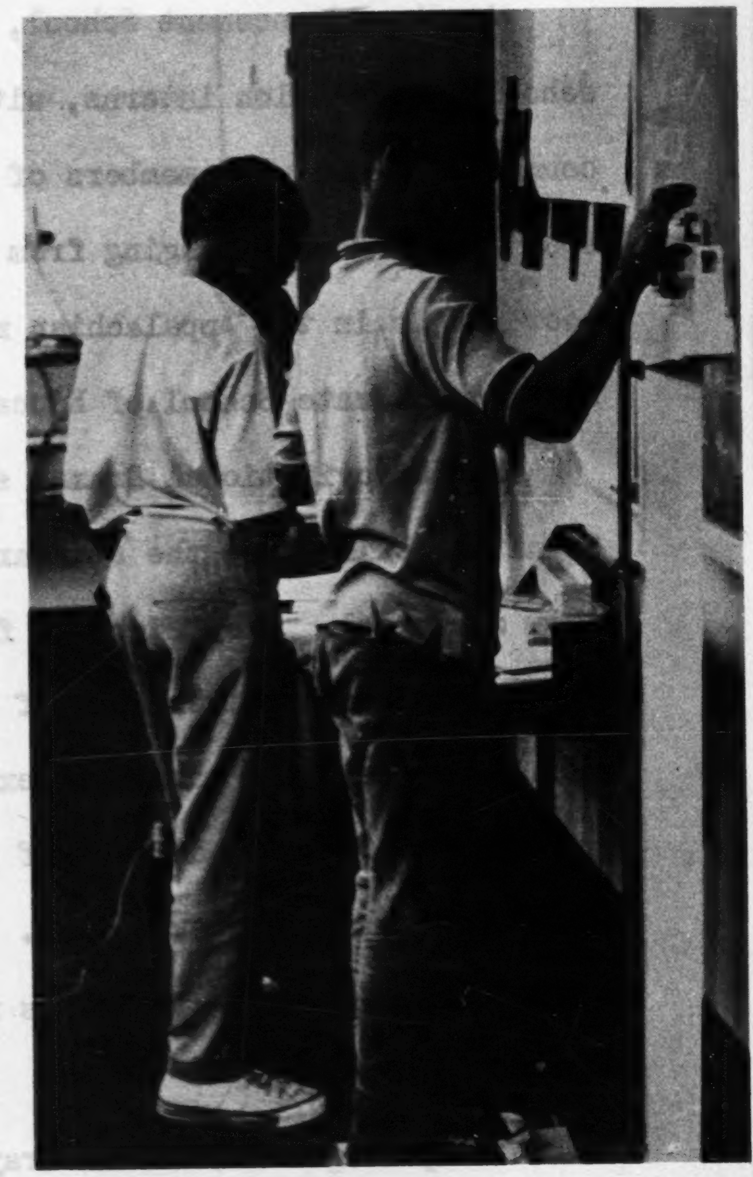
The course also stimulates many students to make noticeable gains in verbal facility.

George Mager and Farnum Gray are writing a handbook on the use of Improvisational Drama.

## E. The Perception Development Project

Perception Development is not mathematics, but might be said to surround mathematics. The department, chaired by Rudd Crawford, is interested in stimulating its students' interest in logical thinking on a symbolic level, in increasing their ability to do such thinking, and in developing their confidence in that ability. For the students who are here for only one semester the affective aspects, namely increasing interest and self-confidence, are of top priority. For the students who are staying through the year, increasing attention is given to the purely cognitive matters of creative mathematical thinking and skill-building in arithmetic.

Though PD classes vary in content, they tend to have a similar format. Students spend some of their time in what looks like a regular classroom, but are primarily involved in the PD Lab, a room containing a wide variety of concrete materials, manipulative devices, puzzles, and games. Some of these materials are simply challenges to a student's manual dexterity or his native ability to scheme. More of them are open-ended means of exploring specific mathematical concepts in varying degrees of depth and abstraction. Most of the materials are available commercially; some the department has devised. All of them are in the lab both to give the student a greater sense of confidence and control and to involve him in various types of mathematical thinking.



The PD laboratory is the department's major motivational device for students. However, two teachers in the department are exploring other motivational approaches, namely various applications of individual and group achievement motivation techniques.

The mathematical content of the PD semester courses is more geometric than numerical in nature. Students have investigated graphs; reflective, rotational, and translational symmetry; map-making, scale drawings, and perspective in their courses. Geometry is emphasized because, in our students' minds, numbers are equated with failure. It seems wise, therefore, to use fresh mathematics to arouse student interest. The students who are remaining throughout this year are working on arithmetic, with the lightly documented indication that the motivational work last semester has paid off in willingness to put forth strenuous effort on material that isn't "fun" oriented. Three curriculum development projects are currently under way:

1. A unit on reflective, rotational, and translational symmetries
2. A unit on 2- and 3-dimensional informal geometry
3. A set of math and science units suitable for independent study by small groups that can be embedded into an achievement motivation setting
4. A visual approach to the study of fractions

The department has published a book of exercises based on the Chinese Tangram, which has been listed by the Philadelphia Textbook Requisition. All of these materials can be disseminated to schools interested in setting up a lab-like environment. The Tangram book is useful in any classroom. The department's plans circle the basic question of relating affective and cognitive growth and finding a curriculum that encourages both effectively.

We are convinced that when students have been at PAS for a term, they become relaxed and confident and interested enough to do much more demanding work than they would have been able to do otherwise. We are looking for ways to document this conviction. Once past that hurdle, we can then develop mathematically viable units of work that can bring students to a peak level of confidence and interest.

## F. The Life Science Project

Life Science is a laboratory program headed by Shively Willingham and designed to 1) make students more sensitive to and curious about their natural environment, 2) help students develop an habitual method of inquiry that will enable them to seek answers to and put into perspective their questions about their natural environment, 3) develop enthusiasm and appreciation for science, and 4) facilitate self-discovery and growth of confidence and sense of worth, 5) to develop an awareness of the contributions made by black scientists.

The basic strategy is to help students develop in these ways by setting up and leading them through a number of intriguing, often emotionally-charged experiences in which they are active participants. They observe, carry around, handle, feed, read about, take home, clean the cages of, see films about, enjoy, get sad about, laugh at, make mazes for, teach, experiment with, look at pictures of, make charts about, drop, look through miscroscopes at, pet, chase, get jealous over, discuss, and do a lot of other things with animals.

To have the students do, feel, think. And to reward them for doing, feeling, and thinking by providing them opportunities for enjoyment and the sense of accomplishment that can come with learning. We value their emotional growth at least as much as their growth in knowledge. Our assumption is that if kids experience pleasure in learning, they are likely to want to continue learning.

Both the subject matter and the methods we employ are based on our first-hand experience with students. In discussion with us, students chose animals and plants to study. They didn't choose books about animals and plants; nor did they decide in an abstract way. They brought animals in and asked us to buy others, along with cages, food, and pamphlets telling how to take care of the animals. We called it Life Science and tried to put the animals into a learning environment that would channel and develop the students' interest without squeezing the ready-made motivation out of them.

That is, instead of deciding among ourselves what students ought to know, we involved them in the decision on what they would study. It seems to us that there are some things students "ought to know", but that the range of these things is rather broad and that the sequence in which students ought to learn them should be based more on their own developing enthusiasms than on a curriculum specialist's rigid conception of the intrinsic structure of the subject matter.

Our approach to teaching is actually less a teaching method than a method of laying favorable conditions for learning, consisting of a physical set-up or lab and a repertoire of helping behaviors for the teacher to use.

These two components are shaped by our conception of urban students' "natural learning styles". Our kids seem to learn best through a modified version of their own normal out-of-school behavior— spontaneous, active, involved with living or inanimate physical things, exploratory, moving from the concrete to the abstract.

One of the central problems of the lab is this difficulty of moving from concrete to abstract, from spontaneous to systematic. We are currently working out procedures and techniques to facilitate this movement in relation to many specific chunks of subject matter. We plan to complete a comprehensive booklet on the program for public school teachers by the end of fall 1969.

## G. The Arts and Crafts Studio

In the Arts and Crafts Studio, headed by Daniel Coyle, students work side-by-side with teachers skilled in fine arts, crafts, and pottery. The activities are intended to improve the student's visual perception of his environment and by the exploration of different media to actualize his interpretations imaginatively.

The art lab like the rest of the school is non-classroom-like in atmosphere and physical layout. It is rather like a large working studio where students work at their own project and have the freedom to circulate and learn from each other.

Art is an elective at the Advancement School, and within the art program boys may choose from a wide range of activities under three general headings—fine arts, arts and crafts and pottery.

In the art lab working in the area of fine arts a boy may choose to draw, paint, sculpt, experiment in print making, or design and build a model of his own home to learn some aspects of architecture. Working with arts and crafts a boy can become extremely skilled in using his hands to create intricate and beautiful toothpick sculptures, balsa wood constructions, wire mobiles, papier mache masks and wood puppets. Working with clay a boy learns the many possibilities of one medium. He learns some of the technical aspects of pottery, the use of different glazes, firing procedure, etc.

There is great flexibility and informality in the art studio so that students may use the studio to make posters for a contest or build a ticket booth for a boxing match.

In all the art activities we are conscious of broadening the students' conceptual world by relating art projects with other disciplines. For example, in order to design and to build an accurate house a boy must learn to measure, scale, make floor plans, and use a variety of other math-related skills.

There are approximately fifteen to twenty students working in the studio at one time. The studio is open during class time and students with free time are encouraged to work there. The art lab at PAS provides art and classroom teachers with ideas for using standard materials in unique ways. It also provides information on the most effective materials and projects to capture the interest and imagination of underachievers.

## H. The Physical Education Department

The physical education department, chaired by Richard Kravitz, is involved in teaching skills in tumbling, wrestling, weight lifting, team sports as well as individual sports. We hope to develop a boy who will be able to handle his body with confidence and be proud of what he can do with the skills he has learned. Our activities help instill confidence in one's abilities, self-pride, self-discipline, and interest in working toward certain goals. Strength, ability, stamina and balance are some of the physical benefits derived from the physical education program.

The gymnasium section of the physical education program is an elective area and serves between 50 - 60 students a day. This year we've added a floor hockey league as an after-school substitute to basketball (we have no basketball facility). Approximately 15 - 20 boys are engaged in this activity two or three times per week.

This year a most unusual and exciting addition was made in our curriculum. In cooperation with the Remedial Reading Department we developed a course using sports such as boxing and baseball to interest underachievers in reading, writing, and communicating one's thoughts, ideas or emotions to each other. Activities included reading selected stories, listening to tapes, movies, guest boxers, interviews with professional boxers, debates and newspaper reporting. Boxing was selected as our first course because of the great interest expressed in it by our students.

Each year, the physical education department's Annual Spring and Christmas Tumbling and Weight-Lifting Shows stimulate school-wide interest. Much skill development work goes into the show and the boys sense a feeling of great accomplishment and pride in their ability when they perform for staff and peers.

## I. The Typing Course

Personal typing is taught by Ellis Lazowick and is available as an elective to all P.A.S. students. This semester, the course has been divided in order to give more boys the opportunity to learn to type as well as participate in other electives.

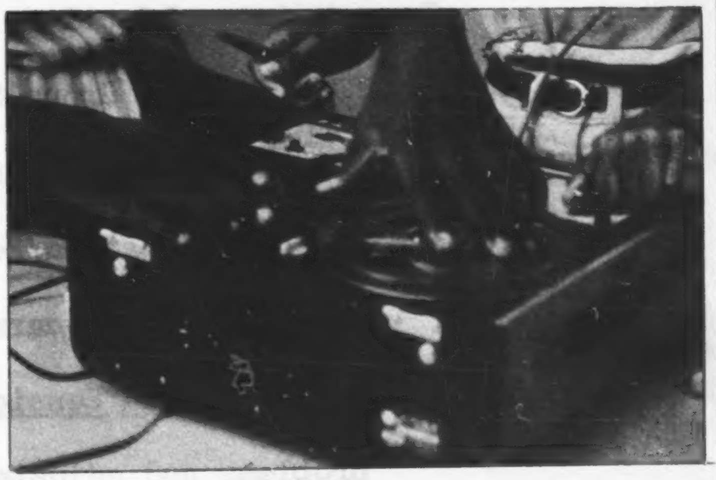
The students are exposed to touch typing during their very first class session. Proper typing posture, paper feeding, and finger positions are carefully explained and practiced. Through a wide variety of drills and exercises, basic skills are developed in an orderly fashion.

Speed, flowing rhythm, typewriter control, and accuracy are further developed with a daily lesson plan tailored to meet individual needs. Students progress according to their ability. Frequent review, warm-ups, and daily exercises further increase development of basic skills.

After an acceptable level of basic understanding has been achieved, students are taught the "know-how" of typing short reports, book reviews, business and personal letters, and homework or assignment papers.

Additional skills such as spelling, capitalization, and punctuation are introduced in every lesson, strengthening these language-arts skills.

Media are employed to assist in teaching many of the techniques. These include overhead transparencies, audio tapes, slides, and records. The use of closed-circuit TV has also contributed to the course.



The texts and workbooks are geared to the junior high level and present lessons in an orderly, easily understood progression.

Students have shown astonishing enthusiasm for typing. We believe it gives them an opportunity to develop a definite, observable competence in which they can take pride.

## • The Counseling Department

P.A.S. counselors, under the direction of Rex Jarrell, help students to become aware of themselves and others, and to develop skills to cope with their problems.

The student is helped to explore such questions as: Who am I? - outside, physically? To others? - inside, emotionally? To me? What makes me scared, happy, sad, feel good about myself, angry at others, mad at myself? How do I behave (as a result of who I am)? How does this affect others? How does this affect me? How do others behave as a result of who they are? Who are they?

By using this increased awareness, the student will be able to effect change in his relation to the world about him. By coping, we mean anticipating problems as well as contending with immediate problems. By being aware of how other people respond to alternate behaviors, a student can choose between them and can affect the responses of others. This involves his relations with parents, teachers, community, and peers. At the same time, it includes a recognition of limits to his behavior and the reasons for them. A greater awareness of himself and how he affects others will also help him cope with personal feelings such as anger, fear, frustration, and sense of control.

Toward these objectives, we offer three kinds of services:

1. Student Group Sessions
2. Individual Sessions
3. Consultation/Feedback to staff regarding student behavior, staff, and curriculum

1. Student Group Sessions - Initially we were involved with entry problems and adjustment. Along with this an attempt was made to provide a setting where each student could begin sharing his

feelings and concerns with others. Early emphasis was on bringing about trust, honesty and openness in the groups. As the session progressed students began exploring how groups operate using, in most cases, their group as a focal point. Throughout the session, group members are dealing with immediate problems that affect them. Toward the end of the term, each group will be primarily concerned with re-entry and support systems.

Variations to the general approach are: A) teaching specific behaviors, B) using students as counselors to work with younger students, C) using video-tapes to help students become more aware of the dynamics of their group.

2. Individual Sessions - Each student is seen at least once on an individual basis. Individual sessions might also range from a chat in the halls/recreation area to formal counseling interviews.
3. Consultations/Feedback - All counselors are available to teachers re individual student and group problems and assist in devising strategies for handling these problems. This can be done with individual teachers or groups of teachers working with the same students. A counselor might work with a specific problem concerning a student or a group of students by:
    a. Collecting information from the teachers and students involved by interviewing and/or observation.
    b. Using the above information to assist the teachers and students to identify their problems and come up with specific steps for solving it.

Our program also includes the following:

Planning and Evaluation

Two meetings a week are used for planning and evaluation sessions. Tapes and video tapes are reviewed to determine the effectiveness of activities and approaches with students. Written records are also kept on individual and group sessions.

Family Groups

One counselor works with each family group and is involved in all family group planning and activities. He also sees each student from the family group a minimum of twice a week in small group sessions. The counselor is in touch with families, schools, mental health units, and social agencies affecting the student members of his group. He is also available to students with special problems.

This summer a counseling workshop will be offered. We see this as the beginning of a continuing and expanding long term staff development program for counselors. Following is a description of the Summer 1969 program:

A staff development program for counselors will be offered this summer in cooperation with the division of Pupil Personnel and Counseling, Temple University and the Pennsylvania Advancement School. Advancement School personnel will be working closely with Miss Helen Faust, Miss Margaret Carson, Dr. Rodney Napier and other resource people from Temple University in planning and organizing the program.

While the workshop will be flexible and dependent upon counselor and target school* needs, we will focus on social and group process, and include techniques and approaches developed at the Pennsylvania Advancement School.

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*The Advancement School is providing extensive service to the following schools: Strawberry Mansion, Stoddart-Fleisher, Jones, Penn-Treaty, Sayre, Vaux, Mann.

This will be done by:

a) Introduction to the study of groups through selected readings and through participation in groups of varying sizes. Application of knowledge in small group situations with students.

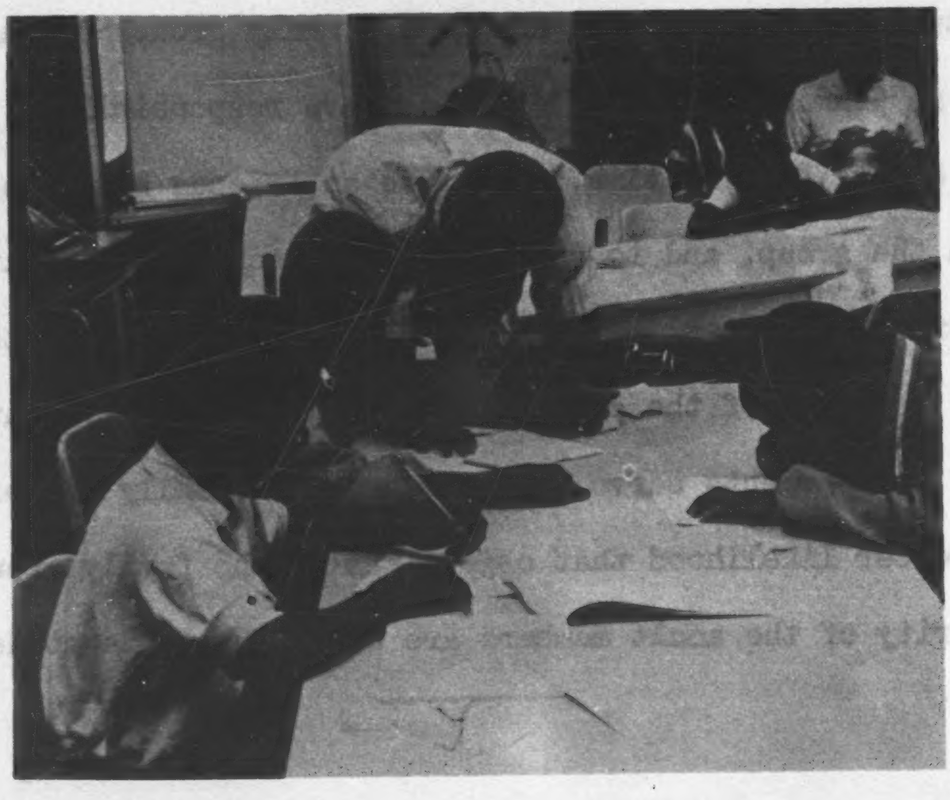
b) Participation in and examination of the processes of an on-going group and the factors affecting the participation of members.

c) Joint evaluation (with other counselors) of individual and group sessions via note-keeping, audio and video-tapes.

d) Involvement in problem-solving sessions with teachers from home schools.

e) Designing of strategies for using new skills and knowledge on returning to home schools and evaluating the effects of implementation in the home setting.

The Summer Workshop will run from June 26, 1969 to August 6, 1969. June 26 and 27 will be general orientation days for all workshop participants. From June 28th to July 3rd counselors will be involved in the first phase of their summer workshop (approximately 120 miles from Philadelphia) at a Pocono retreat. The remainder of the workshop will be at P.A.S. and will terminate on August 6, 1969.



## K. The Family Group Project

The Pennsylvania Advancement School has been organized into family groups since its inception in Deptember, 1967. A family group is composed of students and adults. The students pass through the school day together. The adults are generally their teachers. At one or more times during the day, the students meet with the adults in family groups during periods designated as "family time." The adults have responsibility to plan the activities during "family time," to serve as friends and counselors to students in the group, and to enforce general school and individual family group behavior guidelines. It is not necessary for all adults in the family group to be teachers of the students, nor is it necessary that all the teachers of the students serve as members of the family group. However, there is greater likelihood that objectives of the family group will be met if the majority of the adult members are teachers of the students comprising the group.

There are six major objectives of the family group. Which of the six are emphasized and the decision as to whether or not to establish additional goals is dependent upon the adult members of the family group. The six major objectives are:

1. _To help student members to work out their individual difficulties in relating to their peers and adults._ If a student has a problem in successfully relating to others, the chances of his facing it squarely and alleviating it are good within the context of the family structure. This is because the composition of the family group does not change in a given semester, it remains constant. There is no escaping; the student will be in close contact with those with whom he is having difficulty for an extended period of time. Since the adult members of the family group are generally the teachers of the student, his problem can be seen in terms of a specific incident at a specific time, but also in terms of his behavior over a whole day, as he passes from class to class with the same group. This structure provides for a more accurate evaluation of the problem. A common approach can be determined by the adult family members as to how to help the student and this approach can be applied generally as well as during family time. This element of consistency is crucial in aiding the student to overcome his problem.

2. _To help student members gain a greater sense of self-esteem._ Adolescents are constantly trying to define themselves, to determine what they are all about, as well as how they are viewed by older people and peers. During this process, an individual's self-esteem might grow or fade. Much of the outcome is dependent upon the number of positive opportunities a boy has to prove himself. The

fewer the opportunities, the greater the chance that a student will not attain the necessary confidence to achieve anything other than undemanding tasks. Often, the disruptive student in the classroom is one who desperately needs confidence-building. His attitude might stem from the fact that he has never successfully been able to work in a group or that he has continually failed to meet the demands of the teacher. With these experiences comes the constant reminder that he is not worth very much. The typical school does not offer such a student many alternatives. Activities that might allow him to see himself in another light are usually called "extra-curricular" and held after the dismissal bell has rung. The establishment of a family structure is recognition that concern for the affective realm of a child should be an essential part of the normal school day. Family time can be a period during which the student members are provided a multitude of activities, one of which is bound to show off the strengths of boys lacking confidence. Students in a family group might see that a boy who has done poorly in his classes is the best checker player, a good organizer for special family events, or a good actor.

3. To engender respect for others. With adolescents, respect for others is generally in terms of the physical. Activities, very similar to those that contribute to greater self-esteem, are planned so that peer recognition can be given to those that excel in areas other than physical or academic ones. If the adult members of a group attempt to build a strong family spirit and a sense of teamness, respect is engendered simply by giving students the feeling that they share in and are a part of something that is good, and that something is themselves.

4. To provide an opportunity for student members to see the adult/ teacher in another role. Too often students only see the teacher as a person that demands; an authoritarian figure who requires work, respect and discipline. The family structure allows a teacher to be more himself, to do things that the classroom structure cannot allow. During family time, via wrestling, playing games or planning activities with student members, the teacher can establish a trust and rapport that will certainly benefit his classroom relationship with his students.

5. To identify and attempt to meet the stated needs of student members in the family group. If student members feel that their needs are being considered and at least partially met, group cooperation is more likely to occur within the classroom setting. During the initial weeks of a term, adult members can plan activities that will identify the student group needs. Once identified, both students and adults can list activities that will help satisfy these needs. For the remainder of the semester, those activities that are recognized as feasible will be scheduled.

6. To make student members feel responsible for their actions. The means for doing this is primarily having the adult members consistently remind student members that once they have committed themselves to a task, they must follow through or suffer the agreed-upon consequences. Experiences at the Advancement School have shown that the family group concept is a workable and particularly relevant structure for providing a "supportive environment" at the junior high level. The family group project at P.A.S. is headed by M. Phineas Anderson. A paper describing the project is presently being revised.

## L. The Mental Health Team Project

Team 6, one of the family groups of students at PAS, is aided by four members of the staff of the Department of Child Psychiatry of St. Christopher's Hospital for Children of Temple University. These four consultants are a psychiatrist, a fellow in psychiatry, a clinical psychologist, and a psychiatric social worker. The four mental health consultants, the four teachers on Team 6, the Team 6 counselor, and a member of the PAS administrative group comprise what is called the Mental Health Team.

The Mental Health Team believes strongly in the application of the preventive mental health approach to schools. The emphases at PAS have been on

1. mental health consultants working with teachers who in turn deal with large groups of children, rather than working with individual children themselves;
2. seeking classroom behaviors and motivating techniques which can reduce or even remove the obstacles facing underachievers;
3. increasing teachers' understanding of their roles and of their feelings about themselves, the teaching process, and their children, so as to benefit those children; and
4. combining the professional talents of both educational and psychiatric specialists to improve the affective aspects of the learning environment for mental health specialists, teachers, children, and administrators.

The goals of the Mental Health Team include the following:

1. To find specific methods by which teachers can build healthy social and learning environments for children.
2. To promote school environments that will allow teachers to do more listening, trusting, observing, respecting, and helping, and thus to become models for healthful behaviors on the part of children.

3. To develop new models of mental health consultation in public schools.
4. To find means of bringing about interaction in the classroom and the school such that students, teachers, and administrators act with consistency, honesty, and positive regard for one another.
5. To increase the Team's members' understanding of what makes a group productive, so that each may benefit other groups to which he belongs. (Such impact has since been made in at least two cases.)

The Team has given top priority to establishing itself as a group. This has been facilitated through strict constancy of membership; regularity of time, length, interval, and location of meetings; focus of activity on a single group of 20 boys throughout the year; and intensive scrutiny of possible goals which continued until each member of the Team felt that his individual needs would most probably be met by the Team's activity. It is also worth noting that the members enjoy the Team.

Continuing attention to the Mental Health Team's strength as a group has enabled it to develop the following activities and to analyze them in considerable depth in the weekly Team meetings:

1. Once a week, one of the mental health specialists observes the boys as they go through their day at PAS.
2. A weekly discussion group meets consisting of the 20 boys, two Team members as moderators-facilitators, and two Team members as observers.
3. Individual children are discussed from time to time.
4. Some discussion takes place concerning the nature of groups and group formation, utilizing the experience of the Team itself.

Our projected objectives include the following:

1. To find ways of disseminating what the Team has learned about the benefit and techniques of mental health teams operating within a public school context.
2. To determine the effect of home visitation of the working of such groups as mental health teams, family groups (such as at PAS), and classroom groups.
3. To determine the role of community resources in the membership and workings of such groups as mental health teams, family groups, and classroom groups.

### M. The Outdoor Education Project

The La Anna project, directed by M. Phineas Anderson, incorporates 3 programs which employ the same technique. That is, each program differs from the others in terms of participants and prime objectives, but the activities for all the programs are basically alike. The programs are carried out during the summer months at a hostel in La Anna, Pennsylvania, 120 miles from Philadelphia.

During the summer of 1968, the Student Program was divided into five one week units, each unit serving on the average 18 boys. The majority of the participants were ghetto underachievers, ranging in age from 11 to 14. The objective of the program was to provide the students with an experience that would help them correct an often cited characteristic of underachievement—distorted self-image.

During the summer of 1969 the project consisted of two one week programs:

The first program involved intern teachers employed by the Philadelphia system and 13 junior high school students. The main aim of the program was to help the interns gain clear perceptions about students and their behavior.

The second program served 21 counselors, presently employed in Philadelphia's junior high schools. The central purpose was for the counselors to participate in, and examine, the processes of an on-going group.

The source for achieving these varied objectives was an organization called Outward Bound. This organization, which has schools in Africa, Australia, Malaysia, New Zealand, Europe and the United States, has as its prime concern helping youth discover what they are all about. To do this, Outward Bound feels that its students must be challenged in ways they have never been challenged before. During a 26-day program, students are placed in a socially isolated environment and guided through activities and a living process that require intense interaction with others and the facing of stressful situations. Outward Bound activities and time periods are modified for P.A.S. use, but the basic characteristics of social isolation, interaction and stress are utilized to achieve the stated objectives.

Major activities used are as follows:

1. Ropes Course - The course is an aerial maze of ropes tied at varying heights between trees. There are nine sections that a participant must pass through, each section different in structure and difficulty. On one section a "belay" is required.

   Factors at work: individual stress, group pressure, group empathy and encouragement, reliance and trust in others (belay), overall challenge.

2. Initiative Tests - A series of predicaments which demand that a high value be placed on group co-operation. One example is for a group to determine how to get all its members over a ten foot wooden wall. In another group test, the members must find their way back to the hostel from remote points in the woods by using a map and compass.
3. Spelunking - The exploration of underground caverns. The cave environment requires a great deal of interdependency among members of a group.
4. Rock Climbing - The participants learn how to climb steep rock inclines and then how to rappel down them. The same factors are at work as in the Ropes Course activity.
5. Outdoor Skills - This activity teaches the participants how to live off the land without the conveniences that they are used to. They learn how to identify edible plants, how to build a fire and cook food derived from the woods, how to lash and build a shelter from the natural surroundings, how to bridge a fast moving stream and how to read a map and compass. Knowledge gained in Wilderness Skills is utilized in the other activities, particularly the group overnight and solo.
6. Wilderness Study - The activity incorporates the sciences of ecology, biology, zoology, geology and astronomy. The basic objective is for the participants to study various aspects of the natural environment to gain an appreciation and concern for it. The course is particularly relevant as a means for getting students and adults to work together on a cognitive project.

7. Basic First Aid - Medical information on taking care of oneself in the wilderness. Discussion and practice through simulation centers on minor injuries and broken limbs.

8. Group Overnight - A group hikes approximately eleven miles or rafts down a river and camps out for one night. Group cooperation is required for adequate comfort and success. The overnight precedes the solo and thereby helps prepare individuals for it.

9. Solo - A participant is sent out with minimal equipment to the wilderness for one day and one night. It is more of a contest with self than nature; loneliness and sometimes fear must be combatted. The solo comes at the end of the program and is a good opportunity for an individual to think over his experience and reassess himself. For the Intern/Student program the duo replaced the solo experience. That is, a student and intern were paired for the overnight.

10. Group Dynamic Sessions - Utilization of certain group dynamic techniques to help participants feel more comfortable with each other and to verbalize their feelings about themselves, their perceived relationship to the group, the relation of others to the group, and their feelings about the project.

11. Leisure - A period each day when a participant can do as he pleases: write a letter, swim, play cards, use a bow, read, or get involved in a crafts program.

In the Student Program, it was felt that if a distorted self-image was to be corrected, the boy should be placed in situations that were challenging and stressful, that would force him to see himself as he really was. Sensitive teachers subtly guided the students through the activities in such a manner that the boys came out with a positive experience, discovering inner strengths they never knew they had. The group-oriented activities, like the Initiative Tests, were perfectly suited for confronting another difficulty many underachievers have— an inability to relate adequately with peers. A relationship based upon a physical task is one of the easiest to establish. Once a boy found he could cooperate with others on a physical level, he was more apt to attempt cooperation on another plane.

For the Intern/Student Program it seemed particularly important that future teachers have clear perceptions about students and their behavior. A number of recent books have attested to the fact that our public schools are failing, that teachers are not meeting student needs, that the stifling environment of our schools forces both teacher and student into roles that do not allow their real selves to come through. The school classrooms, where practice teaching is done, does not seem to be a very good environment to see students as they really are and what they can be. Teachers and students can understand each other better when taken away from the classroom and experience something intensely--together and on an equal basis. Such an experience can provide the interns with greater sensitivity to the needs of students and give them a reason to continue and not to despair when the going gets difficult in the public schools. When interns and students must help each other over a ten foot wall, cook and sleep out in the wilderness together, encourage each other to climb a steep cliff, find their way over three miles of rough terrain back to the hostel using only a map and compass, or plan and present a nature study exhibit together, a learning is bound to occur that is difficult to duplicate in the classroom.

A secondary goal of this program is to "unsettle" the interns enough to encourage personal reassessment, to help them to accept what they find, and to guide them to the realization that people will accept people as they are, given both strengths and weaknesses.

The LaAnna Counseling Project

The Counseling Project was designed to meet a need for counselors to expand their repertoire in working with kids. It was felt that a working knowledge of group dynamics, and awareness of techniques for getting at individual and group problems, would be a great asset to most counselors.

The basic assumption of the Counseling Program is that the best way to learn about how groups work is to be in one and analyze what happens. The isolation of La Anna and the intensity of interaction and stress built into the activities provide immediate material for fruitful discussion. In a different environment it would be very hard to match the quality of interaction in such a short amount of time.

Two group trainers, present to coordinate the Outward Bound activities with group dynamic exercises, help the participants to verbalize what they feel is happening. At appropriate junctures the trainers attempt to relate the experiences of the groups to data derived from research studies. Functions of groups, the effect of the group on the individual, group problem-solving, group norms, leadership in the group, group structural properties and group motivational processes are investigated.

The final report of the Student Program took the form of a slide tape and is not available for distribution. However, the original proposal is available, as well as the proposal dealing with the other two programs. A final report on the Intern and Counseling programs is in preparation.

## N. The Community Department

The Community Department, chaired by Irad Valentine, acts as liaison between the Advancement School and the community. Its primary focus is the student after he leaves PAS. It attempts to discover resources for further development in the community— those institutions, agencies, and people within the student's environment capable of immediate or long-range constructive impact on him. In addition to the students, other areas of concern are school personnel, parents, and community agencies.

The major goals of the Community Department and the means that are being developed to reach them are:

1. To help students re-enter school as effectively as possible: A re-entry program is designed for students, geared to re-acquaint them with home schools and to motivate them to cope successfully with their return. Also, the department draws upon the Community Involvement Council of the University of Pennsylvania to establish a tutoring service for those students who experience academic difficulty upon their return. The department also communicates with parents and school personnel to develop supports for returnees.
2. To help students locate stimulating experiences in their communities: The department taps Philadelphia private and public resources to create a data bank that meets the student's needs for recreation, learning, and employment. Pertinent information is sent to the returnees.
3. To refer students to agencies for help when needed: The department is in close contact with social services throughout the city.
4. To provide PAS with feedback: Working closely with the Research Department, a system of data collection for research and planning purposes is being developed. It has instituted a Telephone Support Program, in which many staff members contact students periodically to identify those who could profit from stronger support and to gather information.

## O. The Research Department

The research department of the Advancement School, under the direction of Saul Yanofsky, is primarily concerned with three aspects of the school's programs: 1) measuring the effects on students of the Advancement School instructional program; 2) recording the effects of the school's External Staff Development programs; and 3) collecting and analyzing information on students who have completed the Advancement School program. Below are brief descriptions of the work being done in each of the three areas.

1. Measuring the effects on students of the Advancement School instructional program.

During the first year of operation, the research department experimented with several standardized attitudinal and self-concept measures, none of which proved satisfactory. PAS students either did not respond seriously to these tests, or else the methods were insensitive to deeper attitudinal and behavioral changes that teachers saw taking place in the students during the term. Having thus discovered that existing, structured, paper-and-pencil instruments were inappropriate for the kinds of goals emphasized in the Advancement School program, the research staff began to devote increasing attention to the development of new techniques. Although most of the techniques described below are still in the developmental stage——and consequently are not yet at a point where their validity and utility can be properly evaluated——they do indicate the kinds of approaches now being explored in an effort to evaluate the effects on students of the Advancement School's internal program.

a) Mathematical Analysis of Perception and Preference (MAPP) technique. In collaboration with the Institute for the Study of Inquiring Systems, the research department developed a picture-sorting device designed to measure changes in our students' perceptual style, the relationship between their styles and those of their teachers, and to assess changes in students' educational and racial preferences as a result of the Advancement School experience. Results from the first administration of the instrument (Fall '68) are now being analyzed and a modification of the technique has recently been administered to Spring ('69) term students.

b) School Attitude Survey. A modified TAT technique was used (employing pictures of school situations) to measure changes in students' attitudes toward teachers, learning and school in general. The students responded to both multiple-choice and open-ended questions about the school scenes. Our current students will be post-tested at the end of this term (Spring '69) and a report of the results should be ready by the end of summer, 1969; a revised version of the technique should be ready for administration in the fall of 1969.

c) Sense-of-control interview. A structured interview format has been created to measure changes in students' self-concept and sense of control. About half of the Spring ('69) term students were interviewed at the start of the term and they will be interviewed again at the end. The results will be analyzed this summer and a revised form for the interview will be available for next fall.

d) Sociogram analysis. Sociograms are used to reveal changes in peer relationships (especially racial preferences) as the term progresses. In addition, teachers are asked to complete predictive sociograms in an effort to assess the teachers' awareness of student relationships. Reports of the sociogram analysis completed during 1968-69 should be available at the end of the summer.

e) Involvement scales. Teachers are asked to complete involvement scales on each of their students periodically during the term. The results are used to measure changes in student performance and also to help understand the performances of different types of underachievers after they leave the Advancement School.

In addition to the methods described above, the research department also has administered several structured techniques:

a) The Durrell-Sullivan Reading Test (Intermediate Form) is administered pre and post to our students each term to measure changes in reading ability. The results from the fall ('68) term have already been analyzed and a report of the data from fall ('68) and spring ('69) terms will be ready by the end of the summer.

b) The Torrance Figural Test of Creative Thinking was administered to several groups of our fall ('68) term students and a control group from a Philadelphia junior high school. The results from these tests are still being analyzed and a report should be available by fall, 1969.

c) A questionnaire containing multiple-choice and open-ended questions has been administered to our students each term. A comprehensive report will be written this summer which compares the responses of students from the four academic-year terms that the school has operated.

d) A similar questionnaire has been administered to parents of the boys in the fall and spring terms of 1968-69. The results from the fall term responses have already been analyzed and a report of parents' reactions toward the Advancement School will be prepared this summer after the spring term questionnaires have been returned.

The research department, in addition to preparing reports describing pre-post changes in the students as a result of a term at the Advancement School, also is attempting to utilize existing test data to gain a better understanding of the kinds of students we serve. The staff is currently examining past test data, school grades and attendance records, and socio-economic information on our students. A report based on this kind of information combined with other measures collected from a sample of students in our spring, 1968 term (entitled "A descriptive study of the Pennsylvania Advancement School Underachiever,") is available from the School's research department.

2. Effects of the External Staff Development Program.

Since this phase of the school's program is less than a year old, it has been very difficult to evaluate it. The research staff has prepared and analyzed the data from questionnaires administered to teachers after the week-end and summer workshops they have attended. We are also attempting to devise a system for utilizing as research data the daily logs completed by each ESD staff member. A third area of data collection which we are beginning to explore requires the interviewing of key people within Philadelphia who have had contact with the ESD program. We intend to conduct hour-long individual interviews with teachers, principals, department heads and central office personnel to elicit their perceptions of how the External Staff Development efforts of the Advancement School are affecting teachers and administrators——and schools——within the city.

3. Information on boys who have completed their terms at the Advancement School.

Since most graduates of the Advancement School have been back in their regular schools for less than a year, we have not been able to collect much information on their performance after leaving the Advancement School. During 1969-70, we intend to study carefully the school records and other data of boys from our first few terms. In addition to information available from school records we plan to interview each boy and his parents to gain a more complete picture of how the boys might have been affected by his term at the Advancement School.

### P. The Editorial Department

In a broad variety of ways, the PAS writers work to articulate and communicate the school's ideas and experiences.

In curriculum development, they work with the curriculum development specialists by observing, questioning, investigating related work, helping

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to clarify and evaluate, and finally by writing much of the printed material for use in disseminating programs or approaches.

Editorial department members also write magazine articles, books, and media scripts for dissemination of educational ideas. They assist in preparing policy statements, and they edit writing done by other staff members.

Among the major projects are Charles Thompson's work on how-to-do-it handbooks on science laboratories, and Farnum Gray's work in Improvisational Drama.

### Q. The Systems Group

The systems group at PAS is developing a modeling framework that will help provide a valid qualitative description of the school. Basically, there seems to be six ways in which model descriptions could be relevant to PAS:

1) A model or models relating the individual to PAS. That is, each individual gains the perspective of the part to the whole.
2) Models may provide visitors with a capsule view of the school for orientation purposes.
3) Models serve to transmit the nature of the school to those who do not or cannot visit but have "a need to know."
4) Models may serve to facilitate decision-making and overall planning at PAS.
5) Models may provide a basis for viewing and analyzing some of the issues confronting the school.
6) Last but not least is the process of "modeling" per se. That is, the very act of engaging in the modeling activity may produce the "climate" for dealing with the various complex problems extant at PAS.

At this time the Pennsylvania Advancement School is seen in a modeling framework that contains two fundamental aspects or dimensions. The central dimension suggests WHAT the school is in terms of people, activities, goals, and target populations.

The complementary dimension suggests HOW the school operates in terms of people, values, processes, curricula, and IMPACT changes in target populations.

The two models that seem to fit the "WHAT" dimension of PAS are: 1) Life-Space Model which is descriptive of the school in terms of internal, external, and support categories; and 2) People Model which relates the organizational group structure to the target populations. The "HOW" dimension is best fitted by a Process-Product-Impact Model which, as the label suggests, describes how the school operates with reference to its IMPACT goals.

The modeling framework also takes into account such things as decision-making, resource allocation, and specificity-generality of goals. However, it is expected that once the modeling framework is developed sufficiently, then a quantitative analysis of PAS will follow. Materials relating to the Systems Project are available from the Staff Development Resource Center at the Advancement School.

## R. The Media Department

The Media Department was originally constituted as a separate department out of a conviction that the audio-visual media were important enough adjuncts to contemporary education to deserve development in their own right, but difficulties in locating sufficient qualified manpower has hampered the department's development. However, the staffing shortage has not prevented the necessary exploration of media in various curriculum contexts, and of various services to the school. Finally fully staffed, the Media Department has crystallized after two years around four primary functions:

1) Service. The Media Department maintains a storeroom of audio-visual equipment for use by teachers and students of the Advancement School. Because many of the school's curriculum projects are experimental, the supply of equipment must far exceed the usual per-pupil ratio of the public schools. In addition to the customary overhead, 16mm, and filmstrip projectors, the Media Department daily supplies record players, tape recorders, portable tape recorders, 35mm cameras, slide projectors, 8mm cameras, editors and projectors, mobile closed-circuit TV units with video-tape recorders, and film and tape.

The equipment is normally used by teachers and students themselves in their own classrooms or for special projects outside the school, but media personnel are frequently needed for such services as video-taping classes and group sessions for later analysis, showing complex slide-tapes to visiting groups, preparing audio-visual systems for special projects and assemblies, and training groups of students and teachers in the use of various media and associated equipment.

2) Instructional Media Development. It is a rere student who will pass up an opportunity to use a camera or a tape recorder. Even (or, perhaps, especially) for those students for whom paper and pencil have soured, the lens and the microphone hold a special magic. It is not the magic of a toy; the thrill of mere manipulation fades rapidly. It is rather the magic of a tool—a tool for communication, for extension of personal potency.

To capitalize on this ready-made motivation and its obvious potential as a full avenue for learning, the Media Department has run several experimental courses on a small scale over the past two years in an effort to determine under what conditions the various media might best be used: a large-group media lab "supermarket" approach, photography and film-making tutorials, a large-group film class, an approach to media "theory" in an integrated curriculum context, and a slide-tape class. In addition, the department has assisted other departments in combining media with their own curricula.

The most promising of these efforts will be followed up during the coming year.

Of all the media, photography has proved most effective in promoting affective growth. Plans are under way for a unit in darkroomless photography using studio proof paper; freed from the physical constraints of the darkroom, a teacher can work with a large group of students.

Slide tapes have proved more effective with PAS students than 8mm movies; the medium is easier to control and leaves more room for creative viewing. An urban-studies curriculum in which student-made slide-tapes are a medium for the study of the city is now under development.

The use of closed-circuit TV will be increased. "Objective" video-tape feedback is invaluable in helping students to acquire understanding of themselves and of their roles in groups. For this purpose, as well as for others, half-inch videotape equipment has proved far more serviceable than the one-inch equipment normally recommended for schools.

3) Staff Development for Public School Personnel. For the past two summers, the Media Department has run a Media Workshop for teachers in the PAS Summer Program. The first summer's workshop was project-oriented and open-ended; Media staff were available to help teachers complete projects of their own choosing for use in their own classes.

In an effort to provide more direction, the department offered for the second summer a workshop in the production of slide-tapes. The rationale was simple: the processes necessary for creating a slide-tape are common to all audio-visual media, and it was deemed more important that teachers actually go through the steps of creating a presentation than that they learn the idiosyncrasies of particular equipment. One-day television workshops were provided at the request of several school-groups.

In response to an increase in the use of audio-visual media in the public schools, a media staff member will be available during the coming year as a consultant to the sending schools. Written material is now being prepared to help answer some of the technical and pedagogical questions teachers frequently ask about media. In addition, single-concept videotapes will be produced at the request of PAS consultants to public schools for in-service training purposes.

4) Documentation. A significant part of any PAS program is the quality of human interaction taking place within the structure of the program. A purely verbal report cannot properly portray this interaction. Through the automated slide-tape the Media Department has documented several programs in presentations which allow audiences to participate vicariously in those programs, and thus to understand them in greater depth. Currently available for viewing at the school are slide-tapes on the following subjects:

PAS-Orientation (#2) - designed to introduce incoming students to the school; constructed partially from #1, which had become obsolete.

Summer '68 Teacher Workshop - based on interviews at the end of the summer, a study of the reactions of PAS staff and participants to each other and to the program.

LaAnna: PAS Outdoor Program - the summer '68 program in the Poconos for students, modelled after Outward Bound: affective growth under carefully controlled physical stress.

Get Set - PAS students assist Head Start program.

Race - produced by a PAS staff member, a powerful reaction to racial prejudice.

Board of Education Planning Office - originally presented to the Board, a survey of plans and projects currently underway.

There are three slide-tapes, currently under production, which will be available in the fall of '69:

Summer '69 Teacher Workshop - an intensive analysis prepared from interviews, photographs, and other data collected throughout the summer.

PAS Two-Year Report - a supplement to the written report.

Summer '69 Counseling Workshop - a study of the special workshop conducted for counselors.

In addition, PAS distributes three 16mm sound films:

Simulations - produced at PAS in '69; a strong appeal for the use of simulation-games in the classroom; color, 35 min.

Levels of Language - Produced at NCAS in '66; an introduction to the concept of various levels of language use; B&W, 20 min.

A Brief History - Produced at NCAS in '67; a lively survey of the history of American English; B&W, 25 min.

For any further information, please contact

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## S. The Staff Development Resource Center

The Staff Development Resource Center evolved in the summer of 1968 from a recognized need to bring staff of the Advancement School together in discussions addressed to the questions of goals, objectives, and philosophies in an innovative educational enterprise. Through programs carried out over the past year, the Staff Development Department has become an identifiable and important part of the total school structure, and in the 1969 school year will increase its responsibilities to include the management of the intern training program.

1. Staff Development

During the past year, the Staff Development component of the center has initiated a number of seminars, meetings, and discussion groups centered around some basic but major concerns that have arisen as a result of our curriculum development and teacher training projects. Some of these are:

a. Should we focus on the ideal or practical aspects in developing curriculum?

b. The amount of time, effort, and personnel that should be expended inside the school as opposed to outside the school in the "regular" school system.

c. Racial conflict and its ramifications in urban education.

d. Assessment of our effectiveness with kids, with our own staff, and with public school personnel.

e. The decision-making process at the school.

At the same time, Staff Development has assisted a small group of teachers in the area of curriculum development, stressing relevance to urban students. We provided background material, material for classroom use, and suggestions on using students as valuable sources of information in this area.

In the 1969 school year, the Staff Development Department will extend its function to include a program for intern teachers from several major graduate schools of education. The program will also serve undergraduate students from Lincoln University, Co-op students from Antioch College, community people from the areas of the four or five schools in which PAS will concentrate most of its dissemination efforts, resident teachers from those schools, and new PAS staff. This program will attempt to fill existing gaps so that the internal and external programs of the school can be better coordinated. It is designed to support and extend efforts begun in the summer workshop program.

## 2. Resources

The purpose of the Resource Center is to house a wide range of instructional materials for use by the curriculum developers on the staff. A library of professional readings is also maintained.

During the past year, the Resource Center has concentrated on increasing acquisitions in the area of Black studies with an eye to integrating them into the curriculum. Films, filmstrips, records, tapes and books directly related to Black studies have been steadily added to the circulation lists. All areas of the subject are being covered, from the African heritage of American Negroes through slavery and the struggle for freedom to the contemporary problems which face the country. A special effort has been made to acquire materials which deal with the contributions made by Black people to the culture of the United States, both in the past and in the present.

The most recent addition to the Resource Center is the Textbook Reference Library. An extensive library of textbooks from the four major disciplines (English, Math, Social Studies, and Science) gives teachers an opportunity to see survey currently available materils in each field.

Also in this reference area, the Resource Center houses the curriculum guides published by the Board of Education in Philadelphia and many other school districts as well as curriculum packages developed at PAS.

Up to this time, the Resource Center has been open for extensive use by the Staff of the Pennsylvania Advancement School only. Schools sending students to the Advancement School have been able to make use of some of our materials (mostly films, filmstrips, and records) on a very limited basis. Present plans are to open the Resource Center completely to the faculties of all our sending schools. As we disseminate more and more curriculum guides which call for materials not currently available from School District sources, this becomes a necessary priority. Also, as a result of the teacher workshops over the past two summers, more teachers are beginning to take a serious look at the existing curriculum and are seeking new ways to approach subject matter. For this reason, efforts are being accelerated to make the resources housed at PAS available as soon as possible. The target date for this project is the beginning of October, 1969.

### T. The Council

A five-member Council has acted as the executive policy-making body of PAS. The Council was formed as a result of 1) strong staff feeling that there should be greater black representation at the policy-making level of the School, and 2) that the staff in general should participate directly in policy matters.

The Council was set up and began operation at PAS in the fall of 1968 (until February 1969 it was called the Cabinet). Its responsibilities have remained fairly constant throughout the year, consisting of 1) setting policy guidelines for the school (goals, priorities, etc.) and 2) making decisions on matters of policy (allocation of resources, staff hiring, etc.)

Four of the Council members were elected by the staff at large, and the fifth member, Director Peter Buttenwieser, was an automatic council member. Robert Hightower, a math curriculum developer, has served as Council chairman during the 1968-69 school year. The other members are Shively Willingham, Andrew Reynolds and Marvin Shapiro.

During February 1969, as prearranged when the body was established, the entire school participated in a "Cabinet Review". The major results of this review were: 1) the name of the body was changed from Cabinet to Council; 2) the by-laws governing the operation of the Council were adopted; 3) a procedure was established by which amendments and revisions can be made to the by-laws; 4) it was decided that the Director of the school will not be an automatic member of the Council in the future; and 5) the number of Council members was reduced from 7 to 5, with the black-white representation set at 3 to 2.

The basic mode of operation and decision making was not fundamentally altered through the year of the Council's operation. The Council meets regularly each week, either in open or closed session depending upon the nature of the matters on the agenda. An agenda is published prior to each meeting and minutes are produced and delivered to all staff giving the important facts of the meeting (issues and decisions discussed and made after the meeting.) The Council found it efficient and appropriate to make decisions on matters of lesser importance in various ways other than in formal meeting—for example, by polling of Council members, by sub-committee, etc.

Two of the most important matters to be dealt with by the Council were the personnel hiring policy and the proposal submission procedure. One of the important reasons for the establishment of a Council at PAS was the concern for the racial imbalance evident in the staff. In November, the Council decided that the next 8-10 permanent staff to be hired at PAS would be black and that interns and "co-ops" and other non-permanent staff would be accepted at PAS on a 50-50 black-white basis. This was all according to a fundamental hiring policy set up which made "essentiality" the guideline for staff hiring, and which noted that it was very essential for PAS that the black representation on the staff be increased as quickly as possible. In addition to the setting of personnel policy, the Council also established and is actively implementing a staff recruitment program in line with its policy guidelines.

The Council also had to set up a procedure by which staff members who have developed projects which they would like to explore may submit their proposals to the Council. The procedure involves three steps: 1) preliminary development of the proposal; 2) discussion of proposal with the appropriate area chairmen and administrators; and 3) submission of the proposal for discussion-revision-decision to Council. This procedure was adopted as the most efficient and complete system for the development and implementation of projects by staff members would like to undertake under the auspices of the school. A large number of proposals have been handled successfully through this procedure.

## III. The Advancement School's Work in Philadelphia

Establishing the model school component of the project is extremely important because one of the major tasks of the Advancement School is to offer help and suggest change strategies to other schools in Philadelphia and in the Commonwealth. This ability to offer help is determined, in large part, by the success of the model school's efforts in developing an effective learning environment for students and staff. It is obvious that we would not have much to say to others if the results in our building were not promising.

Within the broad context of the developing model, then, the Advancement School is engaged in a variety of teacher education and staff development programs, and is planning these programs in cooperation with administrators and faculty of five Philadelphia Middle schools, several other elementary and junior high schools— both public and parochial— and a group of talented and influential community leaders.

Because we are working with many schools and individuals, we realize there cannot be one program developed for all. Each school and group has its own problems and needs and we try to recognize these differences and to provide the help and supports suitable for the cooperating school.

There is, however, one question which faces all of the schools we work with: "How can the environment and climate of the schools be changed so that students will want to learn?" This, of course, is an extremely complicated question and is connected with policies concerning administrative reorganization and managerial strategies as well as curricular innovations.

We must emphasize that we do not ask nor do we want other schools to replicate our model. Our major aim, along with others in Philadelphia who are in the same business, is to help administrators and faculties become more aware of their own power and internal resources, help them recognize the resource potential in their communities, help them become more adept at problem-solving, and help them develop skills in group process and curriculum development so that each school or cluster of schools can

1) bring about the needed organizational, managerial, and curricular changes, and
2) become staff development centers on their own, so that they can help others go through the process of change.

The Advancement School, then, is a resource and staff development center organizing itself to encourage and maximize the growth of several different kinds of staff development and resource centers. More simply, we are attempting to help the cooperating schools equip themselves so they might help others do the same.

Components of the Teacher Education and Staff Development Program

A. The Model as a demonstration school. Our first step in helping others to change has been to develop a model school and to encourage many visitors to observe the proceedings. Visitors are asked to become participant-observers and their analyses are welcomed by the staff.

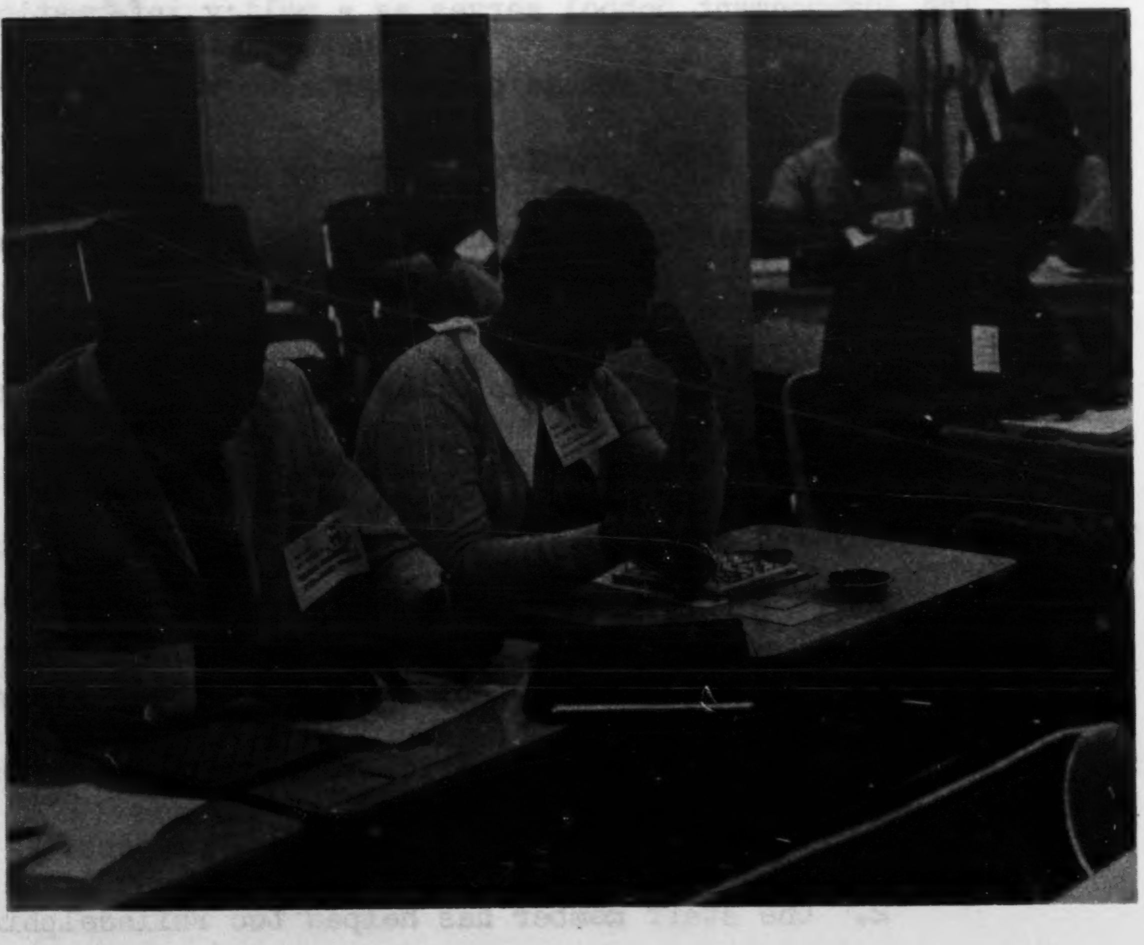
Because we feel that visitors are important and that participant observation helps bring about mutual learning, we screen the many requests to visit so that those who come enjoy a fair opportunity to observe and so that we have an opportunity to talk with guests and to follow up the visitation days. We arrange visiting days for staff with whom we are working in the schools. We encourage visits from community groups, district office personnel, and teacher interns.

B. The Advancement School serves as a policy information center and many of its staff act as consultants to various educational agencies and groups. As we develop internally and learn more about such topics as classroom environments, handling of students, curriculum development and teacher education, Philadelphia and other school districts may receive help either by visiting the School or by visits and consultation from our staff.

Several examples of this kind of activity may indicate the potential of this aspect of the external program of the School:

1. The Director of the School has served on several Philadelphia school district committees concerned with different areas of the educational process.
2. One staff member has helped two Philadelphia schools write proposals for grants of $10,000. The money is being distributed by the School District's Planning Office from funds received from ESEA Title III. One proposal was funded and news on the second will come shortly.
3. Several staff members have helped a special committee established by the Philadelphia Board of Education to prepare a decentralization program.

4. Two staff members have helped with the development of architectural plans for a proposed middle school.
5. One staff member has spoken to several groups throughout the State concerning Advancement School teacher education programs.
6. Several members of the staff have helped plan and run workshops for Philadelphia department chairmen in English and Math, sponsored by the School District's Curriculum Office. The full school, students and staff, helped in an all-day workshop for Social Studies department chairmen, also sponsored by the School District's Curriculum Office.



7. We have begun discussions with the Curriculum Office of the Department of Public Instruction concerning a cooperative two-week summer workshop for supervisors and teachers of English.

8. The Advancement School served as a consultant in helping a Black community organization formulate and write a proposal for the establishment of a community school.

9. A staff member has initiated a city-wide program identifying and working with gifted student writers in Philadelphia high schools. In addition to Saturday morning sessions for about fifty students, four student-writers are working with Advancement School students and faculty in the regular instructional program of the School.

C. The Advancement School works intensively with five junior high schools in an attempt to help these schools develop the kinds of programs they want. Advancement School staff spend several days each week in each school (each staff member who is involved is assigned to a specific school) working with administrators, department chairmen, and teachers. While the program may vary to some extent in each school, generally the work consists of helping departments set goals, facilitating communication among teachers, observing and analyzing classroom techniques, encouraging teachers to try materials and ideas developed at the Advancement School, helping teachers develop their own curriculum, working with principals and other administrators on problems of school management, and providing whatever supports we are capable of delivering in a particular situation.

One kind of organizational change we are very interested in exploring in each school is the mini-school. An almost overwhelming problem in every school is overcrowding. School architecture and space design are good examples of the damaging influence of calculating construction costs on an economic basis alone, without considering social and human costs. As a result, the average population of the Philadelphia Junior high schools is 2000 students and one school with which we are working has 2700 students.

Our feeling is that if a school can be divided into several semi-autonomous, manageable units, with fewer students in each unit, the human climate can improve considerably. One of the cooperating schools has already established a mini-school and two others are planning such units for next September. These mini-schools are free to develop their own organization and curricular offerings and are important not only for what they are doing for their own students but for their impact on the rest of the school.

A mini-school project will be initiated next September in an elementary school with which we are beginning to work. The school district is purchasing for this school a synagogue no longer in use. The principal is planning to move the 6th grade from the main building to the annex and establish it as an autonomous entity under the supervision of an Advancement School staff member. In addition, staff from the two junior high schools to which these students will go will join the mini-school staff in cluster organization and planning.

D. Another program designed to help bring about change in the schools with which we are working is the Resident Teacher Fellowship. Each semester one or two teachers from the cooperating schools spend one full semester at the Advancement School learning about the on-going curriculum development projects, exploring in more detail their own curriculum ideas while teaching a reduced class load, exchanging ideas with colleagues, working in the areas of group process and classroom analysis, and in general, getting a feel for an experimental school's operation and significance.

The pay-off of this program comes in the return to the regular assignment. We ask administrators to provide time and support to these people when they return so that they may help other teachers.

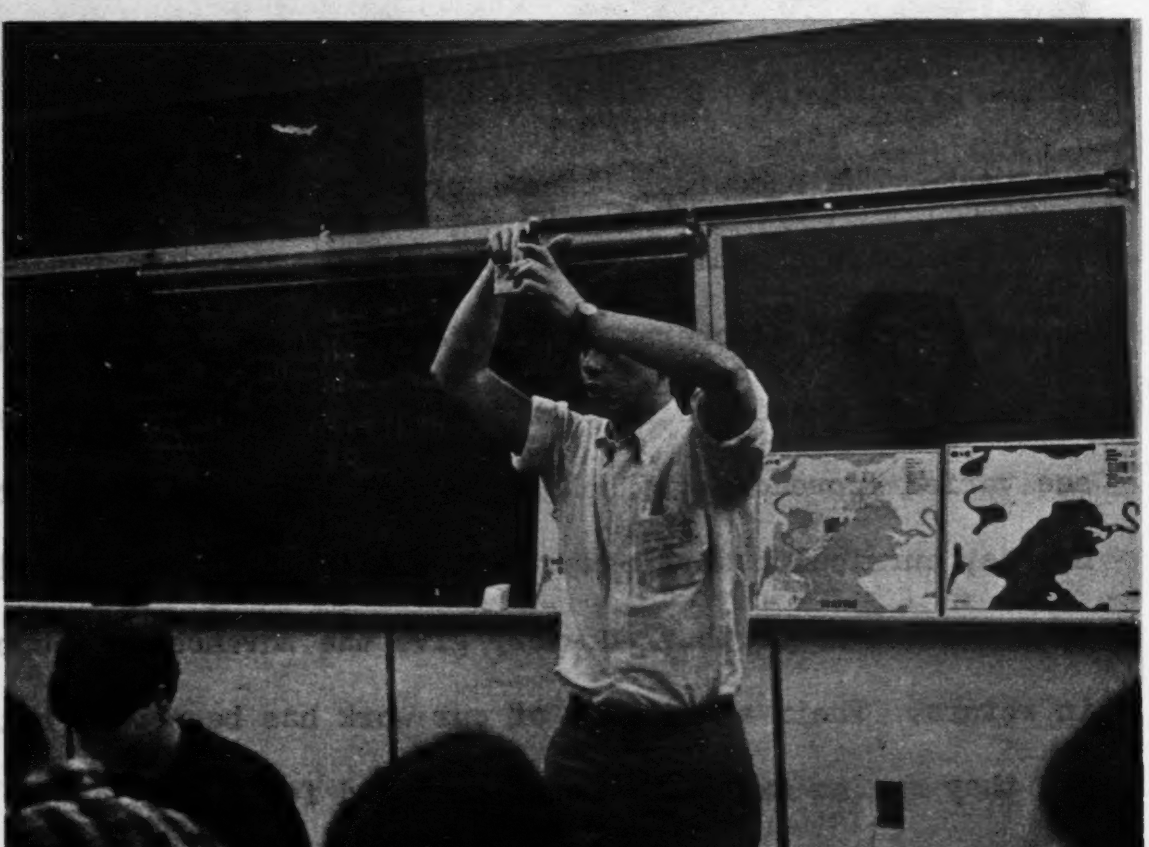
Currently we have five teachers in residence at the Advancement School. A parochial school teacher is also visiting for

two weeks. We encourage these shorter visits as well.

The learning which takes place in the resident teacher program is mutual. The teachers have new experiences, time to think and to put their own ideas in perspective, and the opportunity to see varied approaches to school organization, managerial techniques, curriculum development, counseling programs, handling of students and so forth. And they give the Advancement School much in return. Their assessment of our work has been very helpful, and they are an excellent sounding board for ideas in the developmental stage. Because of the contacts they have in their home schools, they give us an access route we would not have otherwise.

Our experience this year with an intensive program for four residents has demonstrated the real potential of an expanded model. The four were with us for the full 1968-69 school year, the first semester of which was spent as described above. During the second they divided their time between their home schools and the Advancement School and began the process of creating staff development programs for their home schools, with support from Advancement School staff. They, not Advancement School staff, have the responsibility for the programs and our role is that of a helper and resource. This program, we feel, is an important step if schools are to become the creative forces all wish them to be.

E. The Advancement School organizes and operates workshops both through the summer and during the school year. Last summer

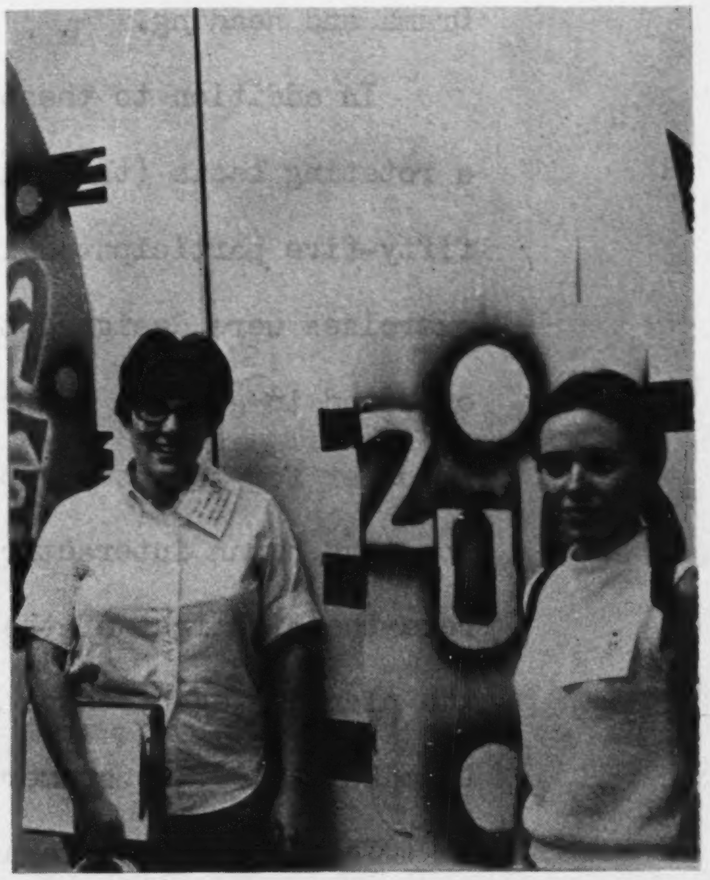


fifty-five teachers and counselors spent six weeks in Advancement School workshops in Academic Simulations, Achievement Motivation theory and techniques, Communications (our language arts-humanities curriculum), Human Development (our social science-humanities curriculum), Perception Development (Math-Science), Improvisational Drama and Reading.

In addition to these workshops which participants took on a rotating basis (the counselors had a separate program), all fifty-five participated in group process activities. These exercises were designed to help individuals recognize how they operated in groups, the role of groups, and what inputs are needed in order for groups to operate at maximum efficiency and with positive human interaction. Many participants said these activities were the highlight of the summer and were helpful in facilitating the planning each school group engaged in to determine how best to make use of the summer's experiences.

This summer we are asking schools to send teams that will be working together next year, and we are seeking changes in the administrative organization to provide these people time for planning and thinking. Each team includes administrators, teachers, counselors, and parents. We are placing greater emphasis on concrete planning and on follow-up for next year. A full report on the activities of summer, 1969, will be available by late fall.

In February and March of 1969 the Advancement School conducted a series of five Saturday workshops for personnel from two of the cooperating schools. We planned these workshops in conjunction with the participants and learned that the vertical arrangement was beneficial for all. Vice-principals, community people and teachers engaged in a kind of dialogue they rarely have time for, and all went through the workshops as participants on the same level. We offered help in subject matter areas as well as in group process.



F. The Advancement School is extremely interested in working with undergraduates and teacher interns. In residence at the School through June of 1969 were three Harvard interns, two University of Pennsylvania interns, one undergraduate from Drexel University, two National Teacher Corps interns, one Antioch-Putney intern and four Antioch students on their work program. In addition, last summer we provided training for ten University of Pennsylvania interns.

We feel it important that young teachers understand what an experimental school is, its daily life, its problems and its potential. This kind of experience is received by far too few people entering the profession. In addition, we are hoping that many of these students will choose an urban area as their teaching assignment and with this in mind, we feel justified in asking the cooperating universities for a role in recruiting the interns and in choosing those who work at the Advancement School.

## IV. Projects in the Planning Stage

The six areas described above are summaries of activities the Advancement School is currently engaged in while attempting to stimulate change in Philadelphia and on the college campus. There are several ideas which we are exploring for the very near future, and these may be grouped into three categories: A) projects with the Philadelphia School System; B) University-related proposals; and C) projects with Philadelphia community leaders.

### A. Projects with the Philadelphia School System

1. The Cadre Idea: At the end of the workshop held at the Advancement School in the summer of 1968, several of the participants suggested that they band together to form the core faculty of a new model school to be established in Philadelphia. The Cadre would staff part of an established school or become the nucleus of a staff for a middle school to be opened shortly.

   With help from the Advancement School the group wrote a proposal to the Philadelphia School System asking for released time for training and planning. In addition, two members of the Advancement School staff wrote a proposal to the Federal government requesting EPDA funds under the Special Projects category to finance their training.

   The Cadre has had several meetings with important School System administrative groups and is working hard to formulate specific plans for the summer of 1969 and the following school year.

   We feel this represents an important and effective way of staffing a school. Also, the idea of a group of teachers being responsible for part of a school has important implications for teacher morale and commitment.

The Advancement School is just one resource in the training program for the Cadre. Philadelphia School District personnel, university people and community leaders will be involved in helping the Cadre prepare for their assignment. This cooperative concept is important to us because we recognize that in order to be effective we must work with other innovative projects in Philadelphia as well as universities and community groups.

2. The Consortium: With this last point in mind, the director of the Advancement School has been working very carefully with other leaders of innovative projects in Philadelphia, and with the school district's Planning Office (which is responsible for these programs) in order to establish a consortium or cooperative to plan ways of getting innovation into mainstream Philadelphia education. It is clear that no one project on its own will be able to bring about the changes needed in Philadelphia. If, however, all concerned with change work together, identify carefully their own abilities and resources, devise change strategies collectively, and cooperatively determine implementation tactics, innovation in Philadelphia will have more of a chance. The consortium idea is a high priority item and the Advancement School is extremely anxious to see it succeed.

## B. University-Related Proposals

We plan to expand our current university-related programs and to institute several new kinds of relationships. In addition to the six full-year positions that are filled by interns in the graduate education programs of Harvard, the University of

Pennsylvania and Antioch-Putney Graduate School, we plan to operate a summer training program for interns from Harvard University, the University of Pennsylvania, and Antioch-Putney.

We also intend to increase the number of black student teachers in our building through programs we are now considering with Cheyney State College and with Temple University. We hope to combine students and faculty from these two institutions with our staff to operate an intensive student teaching and seminar program at the Advancement School. Temple also will be giving course credit for a summer workshop program we will be conducting for counselors from the Philadelphia schools.

A major objective is to involve university faculty members in the programs (teaching, counseling, curriculum development, research) of the School. We already have had considerable involvement from individual faculty members at Harvard and Temple; we now are meeting with faculty and administrative officers at the University of Massachusetts and the University of Pennsylvania to explore ways in which faculty members from these schools can become more closely involved in the work of the School. We are extremely interested in the possibility of joint appointments, whereby an individual will be on the faculty of both the Advancement School and a college or university with which we work. This arrangement not only would facilitate the involvement in our School of people with academic qualifications and interests but also would make it possible for course credit to be given for much of the work (from supervision to clinical research) now being done in our building.

Another aspect of our plans for expanding the School's training functions is to involve undergraduate institutions in our programs.

Several students in the Antioch coop program are now working with our research, art, media and instructional departments and previously have had students from Kalamazoo College, Yale University, and the Drexel Institute of Technology in similar roles. We have recently submitted a proposal to the National Endowment for the Humanities which would support a program of paid, semester-length internships for liberal arts majors from Lincoln University. We have been exploring similar kinds of programs with several other liberal arts colleges, including Hampshire College in Massachusetts. We view these arrangements both as an opportunity to involve individual faculty members in various aspects of our program and as a means of attracting into the field of education bright liberal arts majors who might not otherwise consider the possibility.

### C. Projects with Philadelphia community leaders

In order to learn more about decentralizing the city's school system and to avoid the difficulties being experienced in New York, the Philadelphia Board of Education has appointed a special committee to recommend specific ways of accomplishing orderly decentralization. To help in this decentralization process and to learn more about working with community leaders, the Advancement School is planning to sponsor two semester-length workshops with about ten community leaders in each.

In the program, community leaders will have the opportunity to learn in depth about several subject-area approaches, new materials and techniques available, and still more important, have ample time to interact freely with a large number of public school teachers and several administrators. The exchange should be mutually educational and in addition to the regular program the community leaders would participate in special sessions, designed to introduce them to a large number of innovative models of education currently operating in the city. These sessions will include visits to these projects and discussions with directors and faculty of these projects, as well as occasional discussions with special guests from outside the city.

## V. Conclusion

Because a project engaged with problems of the complexity and magnitude indicated here could scarcely be explained fully in a report of this length, we have limited ourselves to general descriptions and partial interpretations of our work.

For more information about any of our ideas, programs, or plans, write to the appropriate department chairman or to Don Rivera, chairman of the Staff Development and Resource Center, in care of the Pennsylvania Advancement School, Fifth and Luzerne Streets, Philadelphia, Pennsylvania 19140.

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